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VIOLENCE IN SCHOOLS: A VIOLENCE PREVENTION PROJECT  
KEEPING THE PEACE

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education: Middle Grades Option

---

by  
Rosalee Harris  
September 1996



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KEEPING THE PEACE

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Rosalee Harris  
September 1996

Approved by:



Dr. Irvin Howard, First Reader



Dr. Alvin Wolf, Second Reader

  
Date

## ABSTRACT

One of the most distressing social issues today is that of growing violence in our society. Schools are an important part of society. As attitudes and behaviors change, those changes are reflected within the school. We live in a society which condones a violent culture. Police battle the rising tide of drug traffic, drive by gang shootings endanger innocent people and half of all households in the nation possess firearms. Perhaps we should not be surprised that violence spills over into schools. We want our children to be at least as safe in school as they are in their homes.

Providing safe, orderly, supportive, drug-free, gang-free environments for students and staff is a major priority for my PEACE Education project. This project is being developed to address the issue of the violent culture that is developing in schools and strategies to stress violence prevention. This shall be known as the PEACE Education program... People Establishing a Civil Environment.

A review of the related literature sets the criteria for development and implementation for this violence prevention program. Specifically the project concentrates on needs assessment, project development and implementation, teacher inclusion and in-service, life experiences, long term commitment and incentives. Also included as part of this anti-violence project are teacher surveys, lesson plans, sample schedules, and evaluation forms for needs assessment evaluation.

## ACKNOWLEDGMENTS

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## Chapter One: Introduction

In order that children learn and teachers teach, schools must be safe places. During the past few years, images of schools as safe havens have been replaced by metal detectors, drive-by shootings, and gang warfare. Schools should not be frightening places or killing fields; yet many students and their parents hold the grim view that school violence is escalating from bad to worse. Educators have realized that the incidence and seriousness of violent crimes in our schools have been increasing. This issue is important and relevant because the tendency toward violent crime at young ages is climbing at astonishing rates. According to the recent Uniform Crime Report by the Federal Bureau of Investigation, nationwide the incidence of crimes of all types fell for the third year in a row. However, despite the good news about the decrease of crime overall, crime among adolescents under 18 is not declining at all. Young people are committing an increasingly high number of violent crimes (Los Angeles Times, 1995).

According to the Children's Defense Fund report, The State of America's Children Yearbook, consider these examples of the daily fate of neglected and deprived American children: (Edelman, 1994)

Every eight seconds of a school day, a child drops out of school.

Every 26 seconds a child runs away from home.

Every 47 seconds, a child is abused or neglected.

Every 67 seconds, a teenager has a baby.

Every eight minutes, a child is arrested for a drug offense.

Every 30 minutes, a child is arrested for drunken driving.

Every 36 minutes, a child is killed or injured by guns.

The statistics on school violence are overwhelming. Also consider these facts:

More than 135,000 guns are estimated to be brought to U.S. schools each day.

About ten percent of school children ages ten to 19 admit that they have fired a gun at someone or have been fired upon.

About 20 percent of all high school students regularly carry a gun, knife, or club to school.

About three million crimes occur on or near school each year, and half of all violent crimes against teens occur on or near schools (Violence in the Schools, Making Schools Safe, 1995).

These figures address the critical need to teach violence prevention in schools.

Violence is a characteristic of contemporary American society. According to the APA Commission on Violence and Youth, what seems to be happening is that children are learning to choose violence as an alternative to problem solving. Through television, movies, cartoons and toys, violence is glorified, and worse yet, glamorized. How does this affect our children? Children learn by acts of observation and imitation. Children pick up their values from their family, television and the movies that they watch. Are we as a nation producing violent children? Based on the information I found in my research, I believe we are.



Unfortunately, our society condones a violent culture. According to the American Psychological Association's summary report on Violence and Youth, 1993, violence is woven into the cultural fabric of American society. The APA states:

Though most Americans abhor violence in their communities, homes, and schools, this country has the highest rate of interpersonal violence of any industrialized nation...Our folk heroes and media images--from John Wayne to Arnold Schwarzenegger--often glorify interpersonal violence on an individual and personal level...Violent films are widely attended. The news media present image after image reflecting the violence in society, and in many cases exploit or contribute to it... Football, one of the most violent of team sports, is an American creation... An excess of guns and war toys are marketed and are coveted and possessed by small children... Although few Americans would claim to enjoy or encourage violence, many passively condone aggression and violence through acceptance of current film and television productions (American Psychological Association, 1993).

/ Listen to the news, watch television, go to a movie or video store, and look at the violent nature of computer games children are playing. Is it any wonder our youth romanticize violence and gangs? Is it any wonder our youth have become desensitized to violence? As society continues to condemn children for lack of proper values, we should remember that 'children learn what they live'/. The APA report continues to state that exposure to violence in the mass media can have harmful lifelong consequences. According to the APA summary, ninety-eight percent of American homes have at least one television, which is watched for an average of 28 hours a week by children between the ages of two and eleven and for 23 hours a week by teenagers. Also, more graphic violence,

sexual content, and mature themes are readily accessible in sixty percent of homes in which cable television and VCRs are available. The APA report arrived at the conclusion that viewing violence increases violence. In addition, the APA summary concludes that prolonged viewing of media violence can lead to emotional desensitization toward violence.

We live in a society where children are killed simply because of the clothes that they wear or because of the neighborhood that they live in. And, it should not be surprising that for many youth who are confronted with the need to virtually raise themselves, the only chance for membership is a kind of family, a family that will help protect its members and provide a code to live by, is to join a gang.

Providing safe, disciplined, and violence-free schools is one of the most challenging responsibilities for teachers and administrators. The need to deal with student behavior and to provide school directed opportunities for young adolescents to reflect on their own emotions and actions is evident.

Since I teach at the middle school level, this program is being developed to address the issue of violence in schools. It will be called a PEACE Education program; People Establishing A Civil Environment. Although there is no single model or "right curriculum" for teaching violence prevention, the middle school must provide educational experiences that are relevant to the needs of contemporary American students of the difficult and challenging adolescent

years. The unique nature of this age group and their needs can be summarized as follows.

According to *The Definitive Middle School Guide* :

Middle school is an educational response to the needs and characteristics of youngsters during tranescense, the stage of development which begins prior to puberty and extends through the early

stages of adolescence, and deals with the full range of intellectual and developmental needs (Forte, Schurr, 1993).

The Carnegie Council on Adolescent Development states:

Young people going through the rapid growth and maturity that occurs early in adolescence need education programs that are different from elementary and high school programs. Existing programs for this age group have lacked focus on adolescent characteristics and needs. No other age level is of more enduring importance because the determinants of one's behavior as an adult, self-concept, learning interest and skills and values are largely formed in this period of life. The developmental diversity of this age group makes it difficult to have educational programs that adequately meet the needs of all. The academic needs of middle school students are affected greatly by their physical, social, and emotional needs (Carnegie Council on Adolescent Development, 1989).

In order to address these needs in school programs, I am developing a six week exploratory course and curriculum for middle grade (6-8) students. This course will not only address violence in society, but also offer conflict resolution skills-alternatives to fighting and other forms of violence. This program will look into the complex emotional and behavioral needs of today's adolescents. Most importantly, students will be encouraged to appreciate and respect differences in others and hopefully gain a better

understanding of cultural diversity.

Overall goals and objectives for this six week exploratory course are to help students investigate the inner source of the violence and racism that seem to surge in the middle school years, while promoting non-violence and conflict resolution skills (*California Task Force to Promote Self-Esteem, and Personal and Social Responsibility*, 1990).

The program will include lessons that foster positive self-esteem and personal social responsibility. Another important goal is to teach these students to recognize the validity of human differences and to provide them with the tools to express their emotions in legitimate ways . Recommendations and findings from *Caught in the Middle* cite that educators need to provide gender and culturally appropriate activities. These activities should include cooperative learning and multicultural education so that students may develop the capacities for critical thought and be challenged to achieve cultural literacy. This PEACE Education program can furnish the opportunity for students to gain an understanding of our changing world and the many choices in life that they will be confronted with. Teaching strategies should encourage risk taking and open dialogue and the procedures involved in making good moral and ethical choices (*Caught in the Middle*, 1987)). An important objective for this PEACE Education program is that students focus on the ability to act effectively as model students when making decisions and managing conflict. In meeting this objective, students can participate as student/peer mediators

and disputants.

While students are being challenged in the class, they will also benefit by becoming involved in school activities that would enhance community and school spirit. Through this program, a PEACE Education Club shall be established. This organization, consisting of students and faculty advisors, will sponsor various activities. For example: A school-wide PEACE Rally, a canned food drive, and Toys for Tots. The PEACE Education Club will hold fund raisers to make money for funding field trips, adopting a local family shelter for those less fortunate, and to cover any expenses incurred throughout the school year. As a culminating activity for the club, students will take a field trip to the Museum of Tolerance where they can learn about the history of intolerance throughout the world.

By developing a PEACE Education program, I am expanding on my own ideas and using other violence prevention models such as *A World of Difference* (sponsored by the Anti-Defamation League), *Teaching Tolerance*, *Creating Safe Schools*, and the *National School Safety Center* program. I will design and include curriculum that will deal with issues of diversity, self-respect and self-esteem, and coping with moral and ethical dilemmas. The lessons will also cover the history of violence so that students can become members of a more tolerant society. Issues of prejudice, racism, stereotyping, and gender roles will also be addressed. Students will participate by helping each other manage conflicts in school where they will be the mediators. Gang prevention and

intervention, violence in the media and conflict resolution are issues which will be a central focus of the PEACE Education program.

Teacher based advisory programs have made their mark in middle level education. According to *The Exemplary Middle School*, the purpose of the advisory program, regardless of its design, is to promote involvement between a teacher and the students. "Every student needs to have a relationship with at least one adult in the school which is characterized by warmth, concern, openness, and understanding." To promote success, these characteristics will be critical prerequisites for teachers involved in the PEACE Education program.

While researching the literature it became obvious that there are many violence prevention programs already designed and implemented. Nevertheless, many violence prevention programs have failed. Findings from *Youth and Violence, Safe Schools* state that the development and distribution of violence prevention curricula plus the support of administrators and board members can help assure the success of a well developed violence prevention program.

It is silly to assume that a few hours of educational intervention can "fix" students who engage in violent behavior. A few hours of training cannot prepare teachers to conduct programs and follow-up is needed to maintain the quality of a successful program.

Some violence prevention programs confuse methods that work in neighborhoods with those that work in schools.

Conflicts on the street often involve access to drugs, competition for status, turf, money and individuals who have short-term interactions with one another. The school, on the other hand, is a cooperative setting in which conflict resolution involves working together, sharing resources, making decisions, and solving problems among students who are in long-term relationships.

There is a limit to what schools can do in reducing violence among children and adolescents outside of school. Violence prevention programs should be realistic and not promise too much. Students need to learn how to manage conflicts constructively. Without the necessary education, many students may never learn how to resolve their problems. Teaching students how to negotiate and manage conflicts will hopefully ensure that future generations of children are prepared to manage conflicts constructively in career, family, community, and their world settings.

Education is the key to violence prevention. Socialization is one way to prevent violence, to reduce its incidence and to reduce its impact. Once society resolves to reduce violence, it will recognize the need for educating students about the social cost of violence, about other ways of behaving, and about other ways of resolving conflict (*Middle School Journal*, 1994). Some of the most effective methods incorporate conflict resolution, peer mediation, gang intervention and self-esteem enhancement programs in schools.

Feelings of deep seated anger are common emotions these days. The response, even among very young children, is

violence. Teachers can provide students with tools to empower them so that they feel comfortable resolving conflicts in peaceful ways. I believe it is possible to offer an avenue by which young adolescents can gain an understanding of our changing world and the many choices in life that they will be confronted with. Teaching our youth adaptive pro social skills gives them the necessary instruments to participate more effectively in society. By creating a non-threatening forum where individuals can learn techniques to deal with diverse and often confusing issues, we can help improve the social climate of the community (*Toward a State of Esteem, 1990*).

The values of commitment, service, and caring brought many of us into the teaching field. This should help us focus on the importance of humanity in each of our students. I am only one teacher, yet my hope is to help as many children as I can by teaching necessary life skills such as conflict resolution and self-discipline, not just the academics. Educators have a mission to teach students to find constructive ways to deal with violence in our schools and society as a whole.

The following project will demonstrate the need for violence prevention educational programs in our schools.



## Chapter Two: Review of Related Literature

### Violence Increases in the Schools

California provides an insightful source of recent information for violence in the schools. Since the 1985-86 school year, the state has required all school districts to keep statistics on school crime. The statistics collected during 1991-94 held some good news: certain types of crime, including theft, substance abuse, and felony sex offenses actually went down. But, assaults against both students and staff increased by 16 percent. This data also indicated that children are becoming involved in violence at ever-younger ages. (California Department of Education, 1992)

The increase of weapons in schools is especially disturbing. During the 1991-1994 period, incidents of weapons possession rose 28 percent overall, with a 100 percent increase in the number of gun-related incidents: a 50 percent increase in elementary schools, a 79 percent increase in middle schools, and a overwhelming 142 percent at the high school level (California Department of Education, 1992).

California was not the only state that witnessed an increase in violence in the schools. Florida experienced a 42 percent increase in gun incidents during the 1991-92 school year. Chicago public schools noted that gun incidents rose by 50 percent in 1991, and "hundreds of other school systems have reported similar trends in recent years". Nationwide, the National School Safety Center estimated that in 1991 135,000 students carried guns to school daily, and

another 270,000 did so at least once during the school year (Center to Prevent Handgun Violence, 1992).

### What the Public Wants

Assurance that schools provide safe environments for all students is a critical priority for many educators today. We know that teachers cannot teach and students cannot learn when violence pervades our schools and communities. The 1995 Phi Delta Kappan/Gallup Poll, "The Public's Attitudes Toward the Public Schools," gives policy makers a clear picture of what Americans want and expect from their schools. The results are consistent with "First Things First," a survey by the Public Agenda Foundation. The public continues to ask for common sense ways to improve the schools (Phi Delta Kappan, 1995).

The number one problem that concerns the public is the lack of discipline in the schools. The public wants schools to take action in response to violent behavior. The Phi Delta Kappa Gallup Poll states:

If a student is guilty of continually disruptive behavior, 20 percent of those polled want the student expelled while 77 percent want the student transferred to another facility to get special attention. If the student is "guilty of violence against another student or teacher," 31 percent favor expulsion and 66 percent transfer to a separate facility.

There are some pretty clear messages in this poll. Parents and the public strongly support public education, but they want schools where students are expected to behave. Educators feel the same way. All evidence indicates that

high standards for behavior and achievement get results (Phi Delta Kappan, 1995).

According to *Caught in the Middle*, the Kappan poll is consistent with the findings of the Middle Grade Task Force (California Department of Education, 1987). The literature states that, "Every middle grade student should be accountable for significant standards of academic excellence and personal behavior," because there is a relationship between the two. High levels of achievement are more likely to be sustained in an orderly, secure school in which behavior problems are minimized, while the primary energies of students and teachers are devoted to learning tasks. An orderly and secure learning environment is one of the most important administrative priorities of school administrators. Research evidence suggests the significant impact which high standards of student behavior have on academic achievement.

In another recent survey, for example, students who got "mostly A's" had one-third as many absences or incidents of tardiness per semester as those who got "mostly D's." The same students were 25 times more likely to have their homework done and seven times less likely to have been in trouble with the law. Good behavior...led to better grades and higher achievement (*What Works: Research About Teaching and Learning, 1993*).

## The Role of the State

The state can help with problems outside the range of local agencies. State legislatures can enact or revise laws, and state agencies can provide leadership, expertise, and financial support to school districts. Legislature can help by making necessary reforms of the juvenile justice system. Reforms are necessary to prevent juvenile criminals from escaping accountability for their actions.

California became a leader in school safety in 1982, when it acknowledged the constitutional right of students and staff to a safe school environment. Unfortunately, like other states, California has been hindered by budget restrictions, and for this reason districts were not legally required to adopt school safety plans.

However, the state has managed to encourage districts in school safety and to assist them with available state funds. In 1990, *Safe Schools: A Planning Guide for Action* was mailed to all school superintendents. This was a combined effort of the California Department of Education and the California Department of Justice. This model plan stresses prevention and interagency cooperation to combat gangs, weapons, drugs, and other school security problems (California Department of Education, 1995). California is offering districts "mini grants" to help implement the plan. California has been praised for its actions, and hopefully other states will follow their lead in violence prevention and school safety.

Policy of the California Board of Education and Frameworks  
Prescriptions

The California Department of Education publication, *Moral and Civic Education and Teaching About Religion*, lists the legal responsibilities of school personnel as such:

Education Code Section 44806 prescribes the duty of teachers concerning the instruction of pupils in morals, manners and citizenship as follows:

Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, including kindness, toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and morals and the principles of a free government.

*Education Code Section 44790 et seq. ...*"Young children and adolescents need to develop an understanding of, and an appreciation for, the need for a sound set of values and principles that are consistent with their own and others' well-being in the school, the community, the state, the nation, and the world"...

The California State Board of Education has adopted (April 8, 1994) policy which states that violence directed at individuals because of their physical or cultural characteristics or beliefs is not acceptable behavior in this or any other society. Public schools--with the cooperation and assistance of parents, students, business and community agents--have the moral obligation to prevent, combat, and

heal the wounds from hate violence through curriculum and instruction, student support services and activities, and when necessary, direct intervention.

The state Board of Education believes that every effort should be made to eliminate hate-motivated violence. While every responsible citizen must play a part in eradicating this violence, the Board believes that a major step in this can be made through the leadership of public schools. These policies (*Caught in the Middle*, 1994) should establish the right of all students, staff, and parents to be free from crimes of hate, and should affirm that each school within the district will be responsible for creating an environment that prevents hate-motivated violence. One way of doing this at the curricular level is to ensure alignment with the state frameworks, especially in the areas of health education, history-social science, and English language arts.

The State Board of Education clearly affirms the value of diversity in our society in its adopted curriculum frameworks and reform documents. For example, one of the four unifying ideas of the 1992 *Health Framework for California Public Schools Kindergarten Through Grade Twelve* is respect for and promotion of the health of others. The framework recognizes violence as a public health issue and urges that the curriculum at all grade levels include a comprehensive approach to the prevention of violence. The health framework states: "Nonviolent conflict-resolution skills, anger management, and good communication skills can all help prevent violence."



The 1988 *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* declares:

"We want our students to learn about the cultures, societies, and economic systems that prevail in other parts of the world and to recognize the political and cultural barriers that divide people as well as the common human qualities that unite them." The 1994 *Guide and Criteria for Program Quality Review* also states that students use a multicultural perspective to reflect on the experiences of different racial, religious, and ethnic groups. Students need to understand the topic of slavery from a historical, worldwide perspective. For example, at the beginning of the sixth grade course, the teacher explains that slavery will be a common topic of study in all civilizations studied.

The 1987 *English-Language Arts Framework* states: "A systematic meaning-centered literature program for all students...will provide for future adults with (1) a solid body of knowledge derived from a common cultural heritage; (2) experience in confronting important human issues and conflicts; (3) a strong sense of values, including personal, social, and aesthetic values..."

*Here They Come: Ready or Not!* (the 1988 Report of the School Readiness Task Force) stresses the importance of meeting the special needs of our culturally and linguistically diverse students as well as the needs of exceptional children, to prepare them for successful participation in school and society. *It's Elementary* (1992) emphasizes the vital need for instruction in "morals and

values," including honesty, civility, responsibility, tolerance, self-discipline, patience, compassion, reverence for life, and pride in work. The document also recommends strategies to make schools into truly "caring" communities.

A key recommendation of *Caught in the Middle* (Report of the Superintendent's Middle Grade Task Force, 1987) is that "every middle grade student should be helped to personalize ideals and to develop the ability to make reasoned moral and ethical choices...These ideals include commitment to hard work, personal responsibility, honesty, cooperation, self-discipline, freedom, appreciation of human diversity, and the importance of education itself." The findings also argue for the importance of character development as a necessary goal of a strong middle grade education program. The Task Force recommendations also note two primary goals of middle school education: "To help students develop their intellectual capacities through reasoned thought and to use this ability in arriving at personal decisions about issues which have moral and ethical consequences." In order to meet these goals it is also stated that, "Students need to confront moral and ethical issues under the guidance of sensitive principals, teachers, and counselors (*Caught in the Middle*, 1987)."

A key passage from the *Handbook on the Legal Rights and Responsibilities of School Personnel* states: "School personnel must foster in students an understanding of the moral values that form the foundation of American society. The American heritage and laws reflect a common core of



personal and social morality. Habits that reveal a commitment to moral values include telling the truth, being trustworthy, and respecting the opinions of others. Moral people affirm the worth and dignity of others in their attitudes and actions. They take responsibility for their decisions and for the consequences of those decisions. Moral people also value freedom of conscience and respect for the freedom of conscience of others. They have a capacity for self-evaluation and are willing to admit error and alter views. Morally committed people hold and express their own moral convictions and beliefs and respect the diverse views of other individuals and groups."

*Second to None* (Report of the California High School Task Force, 1992) stresses the creation of a comprehensive student support system and innovative ways to involve students in activities that will lead to positive social and educational development. District administrators should provide the necessary resources to allow teachers to use these documents to develop and implement lessons which promote citizenship and respect in a democratic society and which can help students understand the causes of prejudice, racism, discrimination, and stereotyping and the negative influence in our society. These lessons should also develop within students an appreciation of diversity and an understanding of the contributions of minority groups to our society. Schools should promote positive interaction among students of different racial, religious, and ethnic groups. Finally, schools must promote violence prevention as an

essential means of reversing the rising incidents of violence in our society.

Here is a list of documents available to schools and teachers from the California Department of Education that deal with promoting harmony in society:

*California Education Code*

*Health Framework for California Public Schools Kindergarten Through Grade Twelve (1994)*

*History-Social Science Framework for California Public Schools Kindergarten Through Grade Twelve (1988).*

*English-Language Arts Framework for California Public Schools (1987)*

*Here They Come: Ready or Not-Report of the School Readiness Task Force (Full Report)(198)*

*It's Elementary! Elementary Grades Task Force Report (1992)*

*Caught in the Middle (1987)*

*Second to None: A Vision of the New California High School (1992)*

*Model Curriculum for Human Rights and Genocide (1988)*

*Handbook on the Legal Rights and Responsibilities of School Personnel (1991)*

*Students in the Areas of Moral and Civic Education (1991)*

*Safe Schools: A Planning Guide for Action (1995)*

*On Alert! Gang Prevention School In-Service Guidelines (1995)*

*Gangs...A Community Response and Gangs (1995)*

*Toward a State of Esteem: The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility (1992)*

## Education, the Key to Violence Prevention

According to the American Psychological Association, safety has become the primary concern of school children's parents. In *Violence and Youth*, the APA states, "If violence is learned, it can be unlearned

...teach new ways to resolve social conflicts."

/In accordance with this idea, the education of students, staff, parents and the community is the foundation for success in efforts to create safer schools. Each person and group must be made aware of issues, responsible actions and strategies, then be held accountable for fulfilling their responsibilities. Developing student conflict-resolution skills at an early age is an important component of the educational program. While school safety has always been an issue, school violence has become more pronounced in recent years.

/Findings from *Middle School Journal* indicate that education is the key to violence prevention. Some of the most effective methods in use involve conflict resolution skills, peer mediation, gang intervention and self-esteem enhancement programs. Intervention techniques that promote tolerance can help students avoid other problems such as drug abuse, racism, prejudice, discrimination, suicide, physical or sexual abuse, and teenage pregnancy. (Elias and Branden-Muller, 1994)

The National Middle School Association's (NMSA) research findings recommend full exploratory programs at middle level schools. The rapid physical, social and intellectual

development which occurs during the middle school years require the inclusion of brief but intense interest based activities.

A short attention span, difficulty in concentration, and the restlessness which accompanies changing physical bodies preclude learning modules which extend much beyond 15-20 minutes. Therefore, students should be involved in some units of study which meet for considerably less than an hour, less than a semester, and are tied to changing interest (MSJ).

Mini-courses, exploratory courses, special interest activities and independent study projects can provide such activities.

*The Guide and Criteria for Program Quality Review (PQR)*  
notes:

Exploratory, elective, and co-curricular programs at the middle level provide opportunities for all students to explore and develop wide ranges of interests and abilities regardless of academic standing. Through these programs, the middle-level students extend their learning experiences from the core curriculum into new related areas while also learning more about their own capabilities (Program Quality Review, 1994).

Teaching and learning at the middle school level is designed to take advantage of young adolescents' heightened curiosities about themselves and the world in which they live. They have increasing capabilities for abstract thought, and these students' awakening abilities and interests are the foundation of most major assignments and discussions.

Relationships with their peers are extremely important. Students at this age level mature at different rates and experience various degrees of energy levels as a result of

physical, emotional, and psychological growth. Students at this level struggle with psychological changes resulting from rapid growth; at the same time, they are developing growing capacities to engage in moral and ethical reasoning.

Blocks of uninterrupted learning time set aside for teams of teachers to work with the same group of students allow students to develop senses of belonging and connectedness within the school, which supports and nurtures them. All students should be encouraged to express and explore their aptitudes, interests, and special talents so that they may develop self-reliance, self-discipline, and positive self-concepts (*Program Quality Review*, 1994). These factors make it possible to include violence prevention programs at the middle schools.

Not all people agree that anti-violence programs work. Malcolm Klein, a USC professor of sociology, believes that most programs aimed at reducing gang violence and violence in general are ineffective or actually worsen the problem. Klein, who has studied gangs and violence related issues for more than 30 years, states that while some programs can help some youth out of gangs, they can also reinforce the solidarity of remaining gang members. According to this sociologist the overwhelming evidence is that anti-gang programs are ineffective at achieving behavioral change. Klein continues to state that prevention and intervention programs, while perhaps effective at stemming delinquency and other youth problems, usually do not directly address gang issues. Klein noted, "There are no meaningful differences

between children who were in such programs and children who were not. Participation didn't matter when it came to conflict resolution, acceptance of violence, self-esteem, drug use or kids' tendency to pack weapons." Since there is no single program that has demonstrated success, Klein recommends that current violence prevention programs implemented in districts be evaluated.

Nevertheless, according to the American Psychological Association: "Primary prevention programs of the type that promote social and cognitive skills seem to have the greatest impact on young people's attitude about violent behavior." Skills that aid children in learning alternatives to violent behaviors include social perspective-taking, alternative solution generation, self-esteem enhancement, peer negotiation skills, problem-solving skills training, and anger management. The APA continues to state that prevention programs early in life can reduce factors that increase risk for antisocial behavior in childhood and adolescence.

Education and socialization are ways to prevent violence, to reduce its incidence and to reduce its impact. Once society resolves to reduce violence, it will recognize the need for "educating students about the social cost of violence, about other ways of behaving, and about other ways of resolving conflict" (*Middle School Journal*, 1994).

### Chapter Three: Development of a Violence Prevention Program

While there are many factors behind the current rise in youth violence, addressing the reasons for violence may be the most sensible approach in teaching PEACE education and tolerance. Goals and objectives for this program are to provide strategies to prevent violence among middle school students. This violence prevention program and curriculum is designed for students and staff at Etiwanda Intermediate School (EIS).

Etiwanda Intermediate School is located on Etiwanda Avenue in the community of Etiwanda, California. Etiwanda has a rich history, and for more than 100 years the community has looked to the school's personnel and facilities as resources for supporting community activities. Within the past nine years, rural Etiwanda has become part of the greater, mid-size city of Rancho Cucamonga, population 115,000 and growing. The rapid growth in the community has been reflected in the dramatic increase in enrollment in Etiwanda Schools. Etiwanda's history of socioeconomic diversity is now broadened to include a predominantly middle class student population of 42 percent White, 33 percent Hispanic, 12 percent Black, and 13 percent Asian or Pacific Islander.

In 1989-1990, EIS experienced 52 percent growth in enrollment, a significant increase from 18 percent growth in the previous year. From 16 permanent classrooms in 1987, the school grew to 51 classrooms in 1992. Each day brings new

challenges to the students, teachers, support staff, and administration of EIS.

In my many years of being in the field of education, I have seen our school population grow from a small rural community to an overcrowded urban school. The student population climbed from 250 students to 1,300 in five years. In order to cut the student population and to better meet the needs of students and staff, the Etiwanda School District had to build an additional middle school, Summit Intermediate School (SIS). In spite of this added school, our school population is expected to continue its growth, possibly to 1,500 students within the next few years. As our school populations become more diverse, there is an alarming increase of acts of violence and racism on campus.

In an attempt to develop a model violence prevention program for the sixth, seventh and eight graders I teach and work with at Etiwanda Intermediate School (EIS), I reviewed literature on adolescent characteristics and needs. The available literature was a combination of research and experienced-based opinion dealing with middle school students. Through my reading of the *Carnegie Council on Adolescent Development* (1989), Lounsbury (1991) and others, I found agreement, reading the same conclusions over and over. Young adolescents face a turbulent world filled with choices which are difficult even for mature adults. Instead of having years of experience to draw from, these young people are making critical decisions while coping with the greatest physical and emotional changes of their lives. The findings



recommend that multiple strategies to deal with the range of adolescent needs include:

- \* Extensive education programs as a critical centerpiece;
- \* Social skills training-the skills of saying no and risking the rejection of peers;
- \* Affective support groups, such as peer counseling;
- \* Alternative recreational activities; and
- \* Meaningful relationships and contract with adult role models. (Caught in the Middle, 1987)

Violence in schools has never warranted more concern than it does today. Although some types of school crime have decreased in recent years, youth violence has been on the increase nationally and locally, with negative impacts on the sense of well being in the community, on public safety, and on the schools. In San Bernardino County, violent crime committed by juveniles is increasing, and the age of youth committing crime is getting lower (San Bernardino County Health Department, 1995).

The latest statistics from the Uniform Crime Report by the Federal Bureau of Investigation (1995), states that serious crime has fallen in 1995 but these authorities expect it to rise next year as a wave of teens hit the peak crime-committing age. While violent crime fell nationwide for the fourth straight year, with murder declining a dramatic 8 percent, the experts believe that the crime rate will climb up next year, as one of the largest group of teenagers hit the peak crime-committing age of 14 and older. It is estimated that by the year 2005, the juvenile population will

increase 30 percent. (Uniform Crime Report, FBI 1995)

The statistics on school violence, too, are overwhelming. Consider these data:

More than 135,000 guns are estimated to be brought to U.S. schools each day.

About ten percent of school children ages ten to 19 admit that they have fired a gun at someone or have been fired upon.

About 20 percent of all high school students regularly carry a gun, knife, or club to school.

About three million crimes occur on or near school each year, and half of all violent crimes against teens occur on or near schools. (Violence in the Schools, Making Schools Safe, 1995)

According to a study published in the American Medical Association's 1995 media update, the likelihood that young people will carry a gun increases with age among those who already carry some type of weapon. The study included 1,500 children between 1989 and 1993. Here are some findings;

In 1989, 11.7 percent of boys and 3.3 percent of girls reported carrying a lethal weapon such as a gun, knife or razor.

In 1993, when the children were 12-14 years old, the proportion increased to 22.2 percent and 15.3 percent respectively.

Boys were more likely than girls to report carrying a weapon, but girls carrying knives increased dramatically.

School children increased carrying lethal weapons as starting fights and other aggressive behaviors increased.

These figures and data highlight a critical need to teach anti-violence education and conflict resolution in schools. Schools are a significant site to make initial,

measurable progress against violent behavior.

### Guidelines

The following is a project to develop curriculum for an exploratory PEACE Education program that will address the issue of violence in schools and our society. Curriculum will include lessons on prejudice, racism, stereotyping, hate motivated crimes, gender inequality, conflict resolution skills, peer negotiation training, history of violence, anger management, violence in the media, and other lessons dealing with life skills. There is ample evidence in review of the literature that indicates that education is the key to violence prevention. Research and literature from the ASCD Panel On Moral Education declares:

An emphasis on moral education is essential to obtain excellence in our schools. Moral education is not just another 'fad,' it's a revived school mission. And with good reason; a society whose citizens are not morally mature and cannot trust each other resorts to external force and can even evolve into a police state. Likewise, a school whose students are not morally mature can create an environment of repression. Schools must contribute to the development of morally mature individuals who, in turn, will help ensure the existence of a just and caring society (*Educational Leadership*, April, 1995).

This plan is based on the following guidelines derived from the review of related literature as well as my own personal interest in combating the violence that is commonplace in our society. The guidelines include: conduct a needs assessment, development and implementation of the program, teacher inclusion and in-service, life experiences, make a long term commitment, and provide incentives. The

following program represents a variety of strategies worthy of implementation to help alleviate violence in the schools.

### Needs Assessment

Change can be difficult in most situations. The addition of a new program when so many teachers already feel overwhelmed can predict failure if they do not agree with the need for such a program. To insure the success for a violence prevention program one must develop and research the need.

In order to conduct a needs assessment, I researched the discipline records at EIS for the 1995-1996 school year, September through April. The current enrollment at EIS (April, 1996) is 876 students with this number climbing weekly. In researching the data of school discipline records for the 1995-1996 (October through March) school year, I documented 78 suspensions (not including in-house suspension) and four expulsions. Thirteen of the suspensions were female adolescents and the remaining 65 student suspensions were male students. The majority of suspensions were for:

- a. Caused, attempted to cause or threaten to cause physical injury to another person and/or:
- b. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators or school officials or other school personnel engaged in the performance of their duties.

Of the four expulsions two were for:

- c. Possession of any firearm, knife, explosive or other dangerous object.

The other two expulsions were for:

- d. Offered, arranged or negotiated to sell any controlled substance, and alcoholic beverage or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.

Other suspendible offenses included:

- e. Committed an obscene act or engaged in habitual profanity or vulgarity. (five incidents)
- f. Caused or attempted to cause damage to school or private property. (four incidents)
- g. Stole or attempted to steal school or private property. (four incidents)
- h. \* Education Code 48900.2  
Committed sexual harassment as defined in Section 212.5 of the Education Code. (three offenses)

There are numerous other offenses that are less serious which are documented in referrals.

While Black students are the minority at EIS (12 percent of student population), this group of students had the most suspensions, 23 out of the 72. The Hispanic students had the highest number of suspensions 30, but they are 33 percent of the student population on campus. White students numbered 24 suspensions (42 percent of school population) and 1 Asian student was suspended (13 percent of total school population). These figures are disturbing, and clearly indicate the need for an anti-violence program at Etiwanda Intermediate School.

The next step I took for needs assessment was to conduct a staff survey to get input about improving EIS's school climate. (Appendix D.3)

Of the 35 surveys I handed out, 20 were returned completed. The results clearly indicate that all who responded greatly agree that an exploratory PEACE Education program is needed at EIS. Twelve of the twenty strongly disagree that some groups of students are excluded from social events or sports opportunities. Surprisingly, half of the respondents strongly agree that we are doing all that we can to help our students academically. On the other hand, only five respondents strongly agree that teachers have given up on some students that seem hopeless or incorrigible. As for school safety, 18 of the 20 teachers feel somewhat safe at school. Yet, only 13 of those polled strongly disagree that their students feel safe at school.

Evidence from this survey indicates that more than half of the teachers (12) believe that there is inconsistency in the behavior consequences for students who do not follow the rules. After speaking with a couple of teachers, it was stated that it depended on who the students saw for discipline enforcement. Fourteen of the twenty strongly agree that they help students with their negative behavior. I will be making a yearly comparison of these results after implementation of the PEACE Education program.

Data reported above indicate there is a necessity to provide our students PEACE Education classes. I believe it is possible to offer a program that aims to teach all aspects of PEACE Education. The program will offer alternatives to fighting and other forms of violence. Substantially, students should be taught to appreciate and respect differences in

others and gain an understanding of cultural diversity.

### Development and Implementation

Before program implementation takes place, the project must be developed and an overall plan for the program must be written with at least an initial set of lesson plans. To get approval for my violence prevention and PEACE Education plan, I approached the principal of our school with my ideas. I presented her an outline of the goals and expectations for a PEACE Education class to be held during the exploratory period. At the time I was not aware that another staff member was also interested in developing a class to address the issues of multiculturalism, racism and prejudice.

After a lengthy discussion on the value of such a class, it was decided that Mrs. Rifkin and I would head a committee for PEACE Education. Teacher representatives from each grade level, a parent volunteer and an administrator joined the committee. This broad base representation of committee members will provide vital input and support. In the future student representatives will be added to the PEACE Education committee.

To be successful in the reduction of violence, racism and prejudice in school and establishing cultural awareness at EIS the following goals and priorities were determined:

- \* Review the philosophy of middle schools.
- \* Address the characteristics and needs of young adolescents.
- \* Provide planning time for teachers within the daily schedule or during summer months,



especially before beginning the program.

- \* Provide an academically challenging, integrated curriculum for all students through a well defined, cohesive instructional program including exploratory and advisement periods.
- \* Provide communication and interaction with students, teachers, parents and other community members.
- \* Provide a safe, orderly, supportive, drug-free, gang-free environment for all students and staff.
- \* Create student leadership groups that consist of formal and informal campus groups. Student representatives can form a student safety committee to identify current and/or potential problems and create solutions.
- \* Develop written plans, lessons, and policies communicating them to the local board for approval.
- \* Train staff (and students, if applicable) in techniques for applying those plans and policies.

Once approval is given by the Board of Education, implementation of the project can take place.

With regards to exploratory programs in middle level education, information from the National Middle School Association states:

A full exploratory program is suggested. The rapid physical, social and intellectual development which occurs during the middle schools years require the inclusion of brief but intense interest based activities. A short attention span, difficulty in concentration, and the restlessness which accompanies changing physical bodies preclude learning modules which extend much beyond 15-20 minutes. Therefore, students should be involved in some units of study which meet for considerably less than an hour, less than a semester, and are tied to changing interest (*Caught in the Middle*, 1987).

Mini courses, exploratory courses, special interest activities and independent study projects can provide such activities. The PEACE Education program meets these specifications.

When I first undertook this project, I realized that due to the growing and changing diversity of the school population at Etiwanda Intermediate School, the school is experiencing an escalation of fights, racism, gang involvement, graffiti, and other negative problems.

In revamping our school exploratory program the principal believes that teachers should have an input in the extra-curricular classes that are offered at EIS. When the school principal asked for input as to what teachers would like to teach for an "elective" class, I thought to myself, 'Now I have a chance to develop and implement a program that I care about.'

Since I have previously attended a conference at CSUSB for "A World of Difference" training, I find the lessons and materials useful for teaching tolerance and PEACE education. This conference was sponsored by the Anti-Defamation League. "A World of Difference" is a unique program created to emphasize the strength we derive from our ethnic, racial and religious diversity. It is based on the belief that teachers do make a difference and that our teachings can do much to offset the determination of prejudice and racism in our society. I am so impressed with the program that I have to begun using the teachers guide and lesson plans given to us at the conference during my advisory period. Also, I have

represented our school at various conferences relating to school safety, Students at Risk, Technology, and the California League of Middle Schools Symposiums which offer a variety of teaching strategies and program development training.

For implementation of a PEACE Education program at EIS, it was decided by the committee that a team of teachers, one team per grade level, will teach the classes. Teacher volunteers will then be trained and in serviced for implementation of the program.

EIS is on trimester grading periods which contain 12 weeks per trimester. Classes may have 15 to 20 students but no more than 24 students. Students rotate their exploratory classes every six weeks or every trimester depending on the course. (For a sample schedule see Appendix D.7)

In implementing the class, I will be assigned a group of students for six weeks. After a six week time frame, students will then switch PEACE Education classes with my team teacher. This will give the teachers time to focus on teaching areas in which they have an interest in and provide students a variety of class instruction. I will address issues of conflict resolution, gang prevention and intervention, racism, respect for others, moral behavior, etc. My team teacher will cover multiculturalism, self-esteem, sensitivity between human beings, history of violence or other related items. In this way students will be exposed to a variety of subjects within a workable time span.

In order to implement the PEACE Education program,

awareness of the problem of school violence is the first step in helping youths to stay out of trouble. Problems of crime, violence, racism, gang activity, and drugs are extending from our streets into our schools. The days when student-related school problems consisted mainly of playground squabbles, chewing gum and some kids playing hooky are long gone. School attendance and student discipline continue to be major concerns, but they are only a part of a long list of issues that must be addressed to assure safe and effective schools for our elementary, middle and high school students. Students now have issues such as drug abuse, alcohol abuse, physical and mental and sexual abuse, pregnancy, suicide, gang affiliations, and threat of violence to deal with.

In order to have students build on their social skills and relationships, self-esteem should be given top priority in implementing the PEACE Education class. Students need to respect themselves before they can respect others. Individuals must have a high self-image if they are to cope effectively with the demands of their lives. Self-image is enhanced by praise and acceptance from others. Self-esteem should include esteem for others. What students can feel for others is part of the strength of how they feel about themselves.

Peer acceptance for adolescents is very important. How they see themselves in the context of peer relations is very important to their social development. When peers provide appreciation and approval, they often become the primary support unit. Adolescents benefit greatly from peer, and

family bonds when the relationships are positive. Even when the relationships lead to negative behavior (as in gang involvement), the strong social self-image is likely to be left intact as the desire for appreciation, loyalty, and support is nurtured. Interpersonal relationships occupy a major role in the lives of early adolescents. Conflicts arise because of conflicting loyalties between peer groups and family. This is my major consideration for beginning the class with concerns about self-esteem and self-respect.

#### Inclusion of Teachers and In-service Training

The California State Board of Education recommends that local board policies and district leadership should develop guidelines and in-service programs designed to assist teachers and administrators to deal with violence and hate-motivated behavior and crime. At a minimum, all schools should work to foster positive behaviors and attitudes about diversity among all students and staff members through curriculum and teaching strategies.

In the design and implementation process, staff development and training are very crucial. Teachers must feel total commitment to the plan for violence prevention if it is to be effective. Staff development will help the instructors understand and appreciate the purpose and benefits of the program and provide them with the skills they need to be successful. The combination of staff development, staff membership on the planning committee, and solicitation of staff input promote a vital sense of ownership (George &

Oldaker, 1986).

In-service training can have many benefits. The most important needs are for school staff members to use strategies that help students develop positive values, self-esteem, and skills for living violence free and drug-free lives. In-service can provide access to resources and materials to implement the program. Staff can develop a knowledge of the causes of gang involvement and violence in general. Staff will develop the ability to teach social and resistance skills to students. Instructors will also develop the competencies that foster students' verbal and decision-making skills. The primary goal of in-service training is to involve staff members in using strategies and programs focused on issues such as self-esteem, character and citizenship education, conflict management, and school affiliation which encourage students to become model students.

The method of delivering in-service training depends on the amount of available staff training days, the length of staff meetings, the availability of resource speakers and materials, and school and community involvement. Administrators and committee members should contact the local law-enforcement department to access additional relevant and current information, resources, and guest speakers. One in-service should address gang involvement and crime committed by adolescents in the community.

The education of students, staff, parents and the community is the foundation for success in efforts to create

safer schools. Each person and group must be made aware of issues, responsible actions and strategies, then be held accountable for fulfilling their responsibilities.

Developing student conflict-resolution skills at an early age is important component of the educational program. Plans for a staff development program should include the following:

- Support teachers as they begin this new program.

- Visit schools with successful programs for violence prevention, peer mentoring, and leadership training.

- Send the teachers who are planning and developing the project to conferences and workshops. Workshops may include the CLMS conference, Students at Risk conferences, School Safety Symposium, and several others.

- Budget for whatever materials will be used.

- Secure time for those who will be planning the program.

- Establish school policies which absolutely assert that racism and bigotry will not be tolerated and will result in serious consequences.

- Encourage and reward staff efforts to confront and combat racism.

- Design teaching strategies to reduce tensions and misconceptions among the school population.

- Develop new ways for teachers and staff to think about themselves, their students, and the communities in which they work.

- Provide high-quality training for all school staff to help them combat prejudice and resolve intergroup conflict.

- Provide time for teachers to examine their own racial and ethnic biases.

- Provide parenting skills classes for parents that need education, guidance and support.



Training should also educate teachers in motivation, affective education, self-esteem building, and group dynamics. Teachers may also require explanations of and help with the activities they will be using. Finally, periodic review of the goals and objectives should be made. A sample Staff Development schedule is included. (Appendix D.2)

### Life Experiences

"Children Learn What They Live" (Lindquist & Molnar, 1995) states that children's behavior cannot be understood without some consideration of the world into which they have been born, their environment, a world that we adults have created. In the current get-tough-on-crime climate, we must advocate more constructive ways to respond to children before they are beyond our reach.

According to Lindquist and Molnar, 1995, several factors contribute to the moral decline of American youth:

*Poverty:* As Americans continue to express outrage over the lawlessness of the young, they condone the highest rate of childhood poverty in the industrial world.

*Disintegrating home environments:* It should not be surprising that for many youth who are confronted with the need to take care of themselves, the only chance for membership in a family is to join a gang.

*Child abuse:* "It seems an unthinkable crime, but statistics show that in the United States, when young children are slain, the parents are usually their murderers (Chira, 1994)." A department of Justice study revealed that for every violent and sexual offense committed by a youth 18 and younger, there are three such crimes committed by adults against children and teens (Males, 1994).

*Our violent culture:* The media is overloading us with violence and crime. Is it any wonder our children romanticize violence and gangs?

*Our materialistic culture:* As we continue to condemn children for lack of proper values, we continue to treat children as if they were an economic resource to be exploited. We live in a society where children are humiliated because of the material possessions they don't have or killed because of the clothes they wear.

*Pressure to achieve:* We may give our children lots of material things, but we also expect a lot in return. No one sees their kids as average, and if they don't perform the children are made to feel like failures. It should not be surprising that these "failures" will respond by committing antisocial acts. (*Educational Leadership Journal*, 1995)

Despite these factors, educators often find it difficult to know what they can and should do. In classroom discussion about morality and ethics, these factors shall be addressed. Student input about their own life experiences will give students the opportunity to communicate their feelings and share ideas. The sensitive nature of these issues must be handled with care by the instructor. Teachers must be willing to commit time and energy for the emotional needs of their students. These factors which contribute to the moral decline of American youth have influenced my decision to design and implement an anti-violence project for the school.

The work of Fine (1986), among others, has called our attention to cries of help from middle school-aged children who are confused and, often, hopeless about the roles awaiting for them in the twenty-first century. Many young adolescents talk about pressures from home and about not feeling wanted at school; they talk about school as if it

does not contribute to their future in a way they can understand (Elias, 1993).

It can be of great value to look at middle school adolescents as an age of entering into a critical stage in their lives when they develop an identity about themselves and their future. By the time they get ready to leave middle school, many adolescents will have a strong sense of their own level of competence and the choices they may make about tomorrow. From this view point, it becomes important to look at middle school students with an understanding as to how their schooling joins with their peers, community, and family lives to make an identity that will allow them to grow not just as students, but as worthy citizens. Knowledge, skills, and values that will help students accomplish the necessary growth in their personal identity are:

Students must possess a positive sense of self-worth.

Students must feel capable as they interact with others and take on new developmental tasks and challenges.

Students must behave ethically and act responsibly toward others, including showing respect and caring for others.

Students shall develop sound work habits, motivation, and values.

Students must have a perspective on the future that provides a source of positive direction and energy.

Students can appreciate the benefits of a multiracial society and respect the values of others.

Students are skilled in interpersonal encounters and communication, get along with others, and develop long-term interpersonal relationships.

Students engage in health-enhancing and health protective behaviors.

Students are motivated to become productive citizens by serving as positive, contributing members of their peer group, family, school, and community.

Students are to avoid engaging in behavior that may lead to negative consequences such as substance abuse, unwanted teen pregnancy, AIDS, social isolation, serious physical injury, school dropout, depression, suicide, unemployment, or criminal prosecution (Consortium on the School-Based Promotion of Social Competence, 1991)

Through a PEACE Education program students can bring their own life experiences into the classroom. A variety of lessons will enable the students to develop a sense of competence. Schools have the job of "selling" academic (and other) expectations. This should be accomplished in a way that helps the student exit from the middle school with some improved skills, but above all with a sense of competence about learning and about oneself which provides vital self-assurance as the student enters high school.

The actual classroom experiences and lessons will assure the students they are not alone when it comes to the fears and ideals they have during adolescence, a confusing period of development. Lessons will cover a variety of topics and issues. Literature, films, discussions, essay writing, poster design, self-esteem building, self-awareness, violence prevention, conflict resolution, tolerance for others, history of violence, violence in the media, racism, stereotyping, gender in-equality are but a few of the lessons that will encourage sharing life's experiences for PEACE

Education classes. (Appendix A)

My team teacher's unit on Sadak and a Thousand Paper Cranes is an example of the program that contains some of the characteristics previously mentioned. The class will learn about making decisions and they compare and contrast children of Japan and the children of the United States. Objectives for this lesson also include putting yourself in someone else's place and alternatives to solving differences. The end product of this lesson is to decorate the school with hundreds of paper cranes for our first annual PEACE rally to be held sometime in late November.

Meanwhile, I will have students trace their hand on various shades flesh tone paper and write a message of PEACE for the world on it. We then hole punch the thumb and little finger and will tie all the hands together with ribbon. All classes can be asked to participate and have their homeroom classes join us and help decorate the campus with joining hands. These are but a couple of the many projects to be undertaken during the school year.

#### Long Term Commitment

Long-term commitment to this anti-violence, PEACE Education plan will benefit the school, community, family, and society in general.

Future development for the PEACE Education class is to first establish a PEACE Education Club. The Club will have fund raisers and participate in community service. One such goal is to adopt a local family shelter and support it with

donations of basic items like food, clothing, sundries, toys and entertainment for the children.

Next, involve students and parents in projects to remove graffiti or improve vandalized areas of campuses or parks to enhance the appearance of those areas in order to develop a strong sense of pride and ownership among the students and parents. Another priority to improve community relations and partnerships is to invite law enforcement officers from the community to have coffee or breakfast with the staff and/or lunch with students, or to attend special events and activities. The next item for future consideration is to coordinate a student/staff "ride-along" program with officers who patrol the area. Developing opportunities where individuals accompany officers as they carry out their job responsibilities allows for excellent learning experiences. It is also an effective means for law enforcement officers, students and school employees to develop more understanding, appreciation and respect for one another. This is also an excellent introduction to career opportunities for youth. With this in mind, it would be of interest to arrange presentations by business leaders for students and staff. Arranging for students to apply practical skills by working with local businesses, as well as providing career day seminars on campus can lead to mentoring relationships between business leaders and students.

Finally, part of the program agenda is to coordinate anti-violence topic workshops for students, parents and staff. The issues could outline the relationship of violence



prevention to quality education, emphasize the need for community participation, encourage teacher/parent interaction, and encourage teachers to utilize the lessons during class instruction. Parenting skills classes can also be developed (Appendix C). Lack of parental guidance is the major factor in juvenile crime and violence. Establish a peer-mentoring program that will help students learn conflict resolution and build trust and cooperation among the school population. Peer mentors will be trained in conflict resolution and have the ability to listen, understand and guide other students. These select students will improve the school climate by positive role modeling.

One end product for the PEACE Education classes is to coordinate an annual PEACE Rally. This activity will encourage school-wide participation and well as involve community members. Local dignitaries such as the mayor, partnership officers, the school superintendent, school board members, and the media will be invited guests. Careful planning will enhance making this event successful.

As a culminating activity we plan to take students of the PEACE Education Club and classes to the Museum of Tolerance. The funds raised by students will pay for expenses such as transportation and entrance fees for the tour. Students will be given instruction on the Holocaust prior to visiting the center. (Appendix A.9)

"The potential for violence is within all of us." Although no author is cited, I remember this one quotation when visiting the Museum of Tolerance. It is sufficient



reason for developing this project and for Keeping the PEACE.  
(Sample Program Development, Appendix D.1)

### Incentives

Considerations and reasons for developing a PEACE Education program are numerous. The most important incentive for this program is that early interventions can help students learn to deal with social conflict effectively and nonviolently. Schools can become a leading force in providing the safety and the effective educational programs by which students can learn to reduce and prevent violence. The efforts to reduce and prevent violence will benefit from heightened awareness of cultural diversity. A variety of efforts are needed to increase sensitivity to cultural differences and to reduce discrimination and prejudice that create a climate susceptible to violence. A PEACE Education program can reduce the prejudice and hostility that lead to hate crimes and violence against social groups. People who appear "different" in any way are more likely to be harassed and victimized by others. (Appendix A.5)

Incentives for teaching non-violence can help change student attitudes by teaching conflict resolution skills. Self-esteem can be improved and nurtured. Understanding conflict, building communication skills, teaching positive ways to deal with anger and arguments and the choices, other than fighting, that are available to young people in conflict situations are positive results of this educational program.

Conflict resolution strategies not only help students

deal with conflicts before they escalate into violence but also utilize students in creating a safer environment. Students already know how to encourage a fight. Conflict resolution lessons can help them to learn how to de-escalate fights. Lessons designed to teach students about the dangers of playing or carrying guns or other weapons will help students to recognize unsafe situations. Here they will be given suggestions on how to react when encountering guns or other weapons, how to resist peer pressure and how to distinguish between real-life and television violence. (National School Safety Center, 1993)

Peer mediation programs can also help change the attitudes of youth toward violence. Peer mediators are students who will receive training in empathic listening and conflict resolution skills. The peer assistance philosophy maintains that when students have a problem and want to discuss it, they usually go to a friend.

In providing these incentives, middle school students will obtain necessary life skills and gain their identity. The school climate will benefit greatly.

## Chapter 4: Evaluation

We cannot possibly bring out the best in our children unless we're willing to give the best of ourselves...

Crystal Kuykendall, 1989

The evaluation of the PEACE Education Program addressing violence in schools will be based on the same criteria for developing the project. However, because of the continuous changing student population in school it will be difficult to evaluate the program's effectiveness. The first teacher survey will be re-administered for a comparison of teacher attitudes. I will be looking for a change in attitude. Appendix D.3 contains the staff survey. This survey was explained in detail in the needs assessment section of Chapter 3.

### Assessment of Curriculum's Effectiveness

Once the program is implemented, the question remaining is how to evaluate success? This anti-violence program will work if it reduces the number of student-student conflicts referred by teachers to the principal. Nevertheless, evaluation does have its limitations since not all students will be required to take this class. The effectiveness of this program cannot be evaluated by tangible means, but assessment of the school climate and need for a violence prevention program on campus can be reviewed on a yearly basis. One form of assessment is to have a survey by staff members. Staff input about decline in school conflicts and

referrals would be a way to measure some success of the program. Next, the program can be called a success if it results in students mastering the negotiation and mediation procedures. And, a measure of success would result with students using the skills and procedures taught in conflict resolution lessons and training in settings other than the classroom. Here too, evaluation has its limitations. It will be hard to determine that these are actual results of the PEACE Education program.

After the PEACE Education program is in place I will have to research the school discipline records and make comparisons for the past and present school year. Of course, statistics will have to be calculated making adjustments for student population growth and movement, yet accurate calculations will be difficult to obtain due to the changing school climate.

To summarize, continuous teacher input for the course will give an indication if revision or elimination of the program must take place.

#### Development and Implementation

For program development and implementation it will be necessary to review the program development schedule (Appendix D.1) and make necessary revisions when necessary to update needs. The program should be carefully monitored, frequently monitored, and methodically analyzed as need occurs.

### Teacher Inclusion and In-service

For evaluation I will design questionnaires to evaluate the PEACE Education Program's impact on teachers. The teacher questionnaire will determine what changes and adaptations can be made for the following year. Also, an outside observer (teacher or administrator) will be asked to come in to make classroom observations. This person will then interview the teacher regarding the teacher's use of the program. See sample for evaluating the PEACE Education program's effectiveness. (Appendix D.4)

Teachers must receive support, encouragement, and periodic in-service for at least 3 years of program implementation. With adequate staff development and careful planning for the needs of the students and staff, the violence prevention program can be beneficial for the school and community atmosphere.

### Life Experiences

As stated earlier, it will be difficult to evaluate success in the area of life experiences. Therefore, in this area of the program, evaluations will not be made. Student involvement with community service, school participation in the peer mentoring program, family shelter adoption, and various other extra-curricular activities may produce a sense of pride and intrinsic rewards that are not measurable in a concrete ways.

Review of the literature gives specific guidelines to meet the needs of adolescents that will promote active



participation in school programs. *According to Guide and Criteria for Program Quality Review, 1994*, expectations for a model middle school include the following prerequisites:

Teachers build on students' growing curiosities about themselves and their world, channeling their energies into exploratory learning activities such as discussions, organized research, projects, fieldwork, and small group activities, and presentations.

Students study issues that impact their daily lives like ecology, AIDS, drug and tobacco use.

Students invest in each other's academic successes at school and capitalize on their relationships with their peers through such means as peer tutoring, group projects, and peer assistance activities.

Cultural and language diversity are seen as strengths to be incorporated into the school environment. (*Program Quality Review, 1994*).

The PQR omits issues such as gang intervention and weapons on schools which are major concerns of many students.

Activities like community service, family adoption, graffiti removal can be regarded successful if students use the skills learned in the anti-violence program in situations outside the school environment. Yet, there is no clear-cut way to evaluate or measure these outcomes and attribute them to the program.

Parent education classes that teach parenting skills and student mediation programs offer both challenges and opportunities. Such programs are challenging because training and implementation of the program requires skill-building as well as significant time commitment and dedication on the part of the staff. One of the most

beneficial things about peer mediators is its therapeutic effect on young people. To provide ensuring continuation and revitalization of the programs and to reinforce concepts of parenting skills and peer mediators, students and faculty new to the programs must be trained as need develops. Continuous needs assessment can be an instrument for evaluation measure.

#### Long Term Commitment

An analysis of long term commitment would require continuous monitoring and assessment. Before master scheduling is made, teachers should be asked for input regarding the PEACE education class. Is there continued interest? Has the program been beneficial in improving school environment? Is there continued support by staff for the program? This form of examination can take place by teachers giving their comments and suggestions to the PEACE Education teachers through formulated instruments.

For many schools and districts, preparing for a non-violent future requires purposeful planning and investing today in programs that cultivate healthy development and life skills. Long term commitment will not be gained unless there is continuous support for the PEACE Education program.

#### Incentives

An assessment of this section will determine which incentives have greater impact. Incentives such as student self-esteem enhancement, peer negotiation and mediation training, conflict resolution skills can be considered and



appraised by student and staff surveys. On the other hand, anger management, combating racism, heightened awareness of cultural diversity and change of student attitudes are worthwhile incentives by themselves, yet measuring success and evaluating program needs may not be visible for years.

### Project Summary

It is anticipated that students benefit greatly from well planned and effectively implemented exploratory programs. No one program can satisfy the needs of all schools or even all grade levels within a school. Each school must devise its own programs around certain general requirements. The PEACE Education project addressing violence in schools that I have developed for the staff and students at Etiwanda Intermediate School will provide opportunities for students to be successful in the reduction of violence through conflict resolution. The program intends to help students develop a sense of responsibility, positive self-esteem, and an understanding and respect for diversity in their world.

One expectation of this project is to establish policies that emphasize positive behavior, violence prevention measures, and student self-discipline that focus on causes rather than symptoms.

Schools must be safe places for effective teaching and learning to take place, and families and communities must also be safe places for our students to grow into competent and healthy adults. By beginning now to develop a program

that will address PEACE Education that prevents youth violence and promotes positive social interaction, formal education can perform its role to reduce violence and destructiveness in American society.

## **Appendix A: Preface to Sample Lesson Plans and Informational Guidelines**

Note to teachers. The following appendix pages with sample lesson plans and informational guidelines, are merely that, samples. Any or all lessons and data may be used or omitted in any order considered suitable by the teacher. Lessons and informational guidelines may also be expanded or condensed to fit the teacher's planning agenda. Teachers may use these lessons and guidelines in formulating their own lesson plans and agenda.

### **Appendix A.1: Sample Lesson Plans**

#### **Teacher's Guide: Student Interest Inventory**

**Objectives:** To use as a discussion starter and session sparker in getting acquainted with the students.

**Materials:** Student Interest Inventory worksheet.

**Procedures:** Begin a discussion about how we are all alike in some ways and how we all have similar interest. Continue by stating that some people may have different interest and values as we do. Ask students to give examples (music, leisure activities, religion, food, etc.).

Next, hand out worksheet. Have students fill out the worksheet with spontaneous answers. After students complete the assignment, they can share and discuss their responses with the table group. Teacher can ask for volunteer responses from students.

## Student Interest Inventory

**Write a spontaneous personal reaction to complete each sentence below.**

1. The thing I do that I am proudest of is \_\_\_\_\_.

2. My favorite leisure time activity is \_\_\_\_\_.

3. I would like to make improvement in \_\_\_\_\_.

because \_\_\_\_\_.

4. One thing I enjoy doing with my family is \_\_\_\_\_.

because \_\_\_\_\_.

5. I think my family's rules are \_\_\_\_\_.

because \_\_\_\_\_.

6. One thing I enjoy doing with my friends is \_\_\_\_\_.

7. One thing I would change about my home is \_\_\_\_\_.

because \_\_\_\_\_.

8. I would like for my friends to think I am \_\_\_\_\_.

because \_\_\_\_\_.

9. When I am an adult I would like to \_\_\_\_\_.

because \_\_\_\_\_.

10. When I think of school, I feel \_\_\_\_\_.

because \_\_\_\_\_.

11. The thing I like best about school is \_\_\_\_\_.

because \_\_\_\_\_.

12. The thing I like least about school is \_\_\_\_\_.

because \_\_\_\_\_.

13. What I admire most in a teacher is \_\_\_\_\_.

because \_\_\_\_\_.

((Adapted from Advisory Middle Grades/Advisor Program. Forte and Shurr. 1991 Used by permission.))

## Appendix A.2: Sample Lesson Plans, Critical Thinking

### Teacher's Guide: Point of View

**Objectives:** To use as a discussion starter for lesson on differing points of view. We all see things differently. To demonstrate that we can have opposing points of view and that we don't have to agree on everything in order to get along with others.

**Materials:** Point of View Worksheet

**Procedures:** Begin a discussion about how we may have opinions that our friends and family may not agree with. Our friends may like Rap music, and we may prefer Classic Rock. Continue lesson by informing students that as we get older our point of view may change. For example; religious beliefs, our clothing style, food tastes, etc.

Have students answer questions of the worksheet. Ask for student responses for first three parts of the questionnaire.

Further discussion questions can lead to lesson on stereotyping.

## POINT OF VIEW WORKSHEET

PART I List your three favorite music groups or artists

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

PART II List several recent social issues which are debated regularly.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How might people with differing viewpoints to the above issues reach a common agreement?

PART III When you were in elementary school what did you want to be when you grew up?

As you think about it now, what do you want to be when you grew up?

How have those career aspirations changed? Why?

FOR FURTHER DISCUSSION:

1. How can you educate yourself on different cultures to better understand their point of view?
2. Describe 3 things you can do today to establish common ground with your peers.

## Sample Lesson Plan, Critical Thinking

### Teacher's Guide: Essay

**Objectives:** Students will write and demonstrate knowledge of subject matter by composing a typed or hand-written essay on a variety of topics concerning the PEACE Education class.

**Materials:** Essay guidelines paper.

**Procedures:** Give students instructions on criteria for writing their essays. Students must write an essay for a final writing project.

**Evaluation:** Students will be graded on meeting writing requirements of essay writing project. Must have a minimum of 250 words, written in ink (must be legible) or typed. Grammar, punctuation, and spelling count as part of grade.



## **ESSAY**

For a final writing project in PEACE Education hand in a written essay. All essays must be 250-500 words typed or written in ink. Essay topics may include a variety of subjects such as:

What can be done to stop the rising crime rates in our nation?

Should schools have a mandatory dress code? Why or Why Not?

Do you think parents are responsible for the actions of their children?  
Should they have to pay for any vandalism caused by their children?

Should schools have corporal punishment (paddle students for inappropriate behavior?

Is there too much violence in the media (television, movies)? How does this effect children?

What do you think about graffiti? What can be done to eliminate this costly destruction of public and private property?

Stereotypes in film: Do movies portray certain races in a stereotypical way? Give examples.

O.K. What about the O.J. trial? Address the racism issue. Does money buy freedom? Is the judicial system fair?

Or write an essay about your own cultural background, such as family, friends, traditions. etc.

Reminder, these are merely suggestions. Choose one of these issues to write about. If you have a topic that you would like to write about, see me for ideas. Essays are due by \_\_\_\_\_

## Sample Lesson, Critical thinking

### **Teacher's Guide: Discussion Starters, Using Quotations from Well-Known People**

**Objectives:** Students will read quotations from well-known people and write about their favorite quote. Students will make their own interpretation and restate the quotation in their own words.

**Materials:** Worksheet with quotations from well-known people.

**Procedures:** Read the quotations from well-known people to the students. Have students choose the quote that they like the best. Have students work in groups to answer the questions on the worksheet. Students will then take turns sharing their responses with the class.

## Discussion Starters Using Quotations from Well-Known People

1. *Martin Luther King, Jr.* We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.
2. *Winston Churchill*: The price of greatness is responsibility.
3. *Charles De Gaulle*: Silence is the ultimate weapon of power.
4. *Albert Einstein*: The most beautiful thing we can experience is the mysterious.
5. *Mahatma Gandhi*: No culture can live if it attempts to be exclusive.
6. *Vince Lombardo*: It's not whether you get knocked down, it's whether you get up.
7. *Golda Meir*: You cannot shake hands with a clenched fist.
8. *John Mosley*: All things are difficult before they are easy.
9. *Margaret Thatcher*: Being powerful is like being a lady. If you have to tell people you are, you aren't.

### Questions to consider:

1. Which is your favorite quote? What does it mean to you?
2. Why do you think the author of this quotation chose to say what he or she said?
3. How might you restate the quotation in your own words?

### Appendix A.3: Sample Lesson Plans, Conflict Resolution

#### **Teacher's Guide: Harassment, Joey's Story**

**Definition:** Harassment is intimidation and threats from others. To menace, alarm, bully, attack, frighten or terrorize a person. People who harass others often have no hesitation about using violence, whether verbal or physical, or both, as part of that process.

**Objectives:** To understand the meaning of harassment.

**Materials:** The harassment worksheet, Joey's Story.

**Procedures:** Read the definition of harassment on the teachers's guide. Have students read Joey's Story and answer the questions on the worksheet.

When students have completed writing their answers, open up lesson for class discussion.

## Harassment, Joey's Story

Problem solving/conflict resolution

Directions: Read the passage below and answer the questions.

Joey was a shy boy and a fairly good student. One day someone took \$10.00 from the teacher's desk. When Joey confronted the thief, he and his friends made fun of Joey, calling him "goody-goody" and "suck-up". Pretty soon these bullies, who weren't doing well in school, started to take out their bad feelings on Joey. They would tease him and bump him in the halls. Joey began to dread the time between classes. The boys continued their campaign with threatening phone calls and written threats slipped into his book bag.

Because Joey refused to seek help from an adult, no teacher knew about the harassment. Joey became more and more afraid. He pleaded to stay home, pretended he was sick, and began to skip school. He even thought about killing himself. He felt alone and desperate.

What would you do if you were treated like Joey?

If you witnessed someone stealing from a teacher's desk, would you report that person? Would you tell if it meant you would be called names or picked on?

What do you think should happen to the bullies who make another student's life so miserable?

What leads people to pick on other people?

If you were the first person Joey told about his miserable treatment, what advice would you give him?

## Sample Lesson Plan, Conflict Resolution

### **TEACHER'S GUIDE: COMMUNICATION**

**Objectives:** To develop strategies for students to become better listeners and communicators.

**Materials:** Communication worksheet

**Procedures:** Explain that students will take turns with this activity. Students will play both roles. The speaker's role is for the student to talk for five minutes and the listener's role is for the student to listen for five minutes. Hand out communication worksheet and have students write their responses on their own.

# COMMUNICATION

DIRECTIONS: Complete Parts 1 and 2 below.

Part 1: With your Partner

Take turns doing this activity. Each of you should be the speaker and listener at least once.

The **speakers's role**: Talk for five minutes about a problem or conflict in your life. This can be anything that's bugging you. Maybe it's a decision you have to make. Explain your conflict clearly and in detail.

The **listener's role**: Listen carefully to the speaker. Acknowledge him or her with good eye contact. Do **not** make comments, give advice or state opinions! When the speaker is finished, be a "mirror." Repeat back to your partner the main ideas and feelings that he or she expressed.

Part 2: On your own

Answer the questions below.

1. Write down the problem or conflict that you talk about.
2. Write about the problem or conflict that your partner talked about.
3. Did you include your feelings when you talked about your problem? What were they?
4. What were your partner's feelings?
5. Did your partner reflect what you said like a mirror? Was anything left out? If so, explain.
6. How did it feel to have someone focus completely on what you said? Does this happen to you very much?
7. What does good listening and communicating have to do with preventing conflict?



## Sample Lesson, Setting Goals

### How to Make Smart Choices

Goal setting activities: Staying in School; The Three A's

Attitude: Following school/classroom rules  
Helping others/cooperative behavior  
Setting goals/meeting goals

Attendance: Daily attendance  
On time to class  
Participation in school activities

Achievement: Engagement in learning/effort  
Completion of class work/home work  
Performance in classroom or in special activities

#### Concept:

There are many decisions to be made in the lives of most adolescents today. The decisions of adolescents are based on influences, whether positive, negative, internal or external. Making smart choices now will improve your future. The most important decision you can make is to STAY IN SCHOOL.

#### Objectives:

The students will first develop the skills of making plans/goals.

The students will identify decision-making skills.

The students will become aware that the decisions they make in their daily lives are effected by influences.

The students will distinguish between influences that are external or internal and positive or negative.

The students will practice decision making-skills.

#### Materials:

Large sheets of butcher paper for students to trace their body silhouette, pencil, markers, chalkboard, chalk

#### Procedures:

1. Begin a discussion about setting goals, making plans and decision-making skills. These can be related to problem solving skills. For example, (1) assess the situation, (2) identity the outcome you desire, (3) describe the elements that can affect decisions you make.
2. Give the students a problem to solve relating to one of the three A's. Ask them to brainstorm some elements that are going to affect their decision in that area. For example: Attitude: What do you think should

(Sample Lesson continued)

happen to bullies who make another student's life miserable?

Attendance: "I'm sleepy and I really want to stay home today. Should I stay or go to

school?" Achievement: "Should I do all of my homework and prepare for this test tomorrow, or go to Mary Beth's party?"

3. Ask students, What were some of things that influenced your decisions?

4. Define the following:

*Influence*—the capacity or power of persons or things, to affect the actions, behaviors, or opinions of others. To move or impel to some action; to sway, impress, affect, instigate, and persuade.

5. Have students brainstorm sources of influences. After a short discussion, have students 2-3 at a time write their ideas on the chalkboard.

6. In discussing the influences students identify, make the following points, but first define internal and external and explore the value and consequences of internal and external influences:

a. Ask, "Do you know the difference between internal and external?" Allow time for student's responses. Some influences on us are external, from people, ideas, or situations in our immediate life experiences. Daily interactions with family, school, community, etc. are external influences.

b. Some influences on us are internal, arising from our own values, beliefs, skills, dreams, fears, or self-concept. These internal influences shape how we respond to the external influences which might be both good and bad, e.g., friends, neighborhood, advertising, etc. are also external influences.

c. Ask, "Do you know the difference between positive and negative influences?" Influences can be positive or negative, good for us or bad. Have students classify their examples on the board, those influences which might be negative or positive. Teacher writes a "P" or "N" next to the influence students identify.

7. Discuss Attitude, Attendance and Achievement.

8. Pair off students and provide each student with full size butcher paper. In each pair, one student will lay on the paper while the other traces their body silhouette. Students trade places and trace partner on their paper. Now the students are ready to do an exercise identifying internal and external influences. The line down the center of the silhouette represents a positive side (left) and a negative side (right). Ask the students where they would list their external

(Sample Lesson continued)

influences (outside the silhouette) and where would they list their internal influences (inside the silhouette). Next ask the students if they had a positive external influence, where would they write it (left side, outside the silhouette). Same question for a negative internal influence (right side, inside the silhouette). If the students understand their task, let them work in their pairs and complete the task. Teacher may want to display in the classroom.

9. After completing the above activity, have students refer back to the decisions they made about Attitude, Attendance, and Achievement and classify them as positive/negative and internal/external.

## Appendix A.5: Sample Lesson Plan

### Prejudice and Discrimination

#### **Teacher's Guide: ABC's of Prejudice and Discrimination**

**Objectives:** To gain an understanding of how prejudice hurts the victims of prejudice. To become more sensitive to the feelings of others.

**Materials:** ABC'S of Prejudice and Discrimination page. "Eleven" by Sandra Cisneros, Copper, Prentice Hall.

**Procedures:** Read the definitions for prejudice, stereotype, and discrimination. Have students give examples of stereotypes about their own nationality or religion. On the chalkboard, make lists of positive stereotypes and then have students discuss positive influences of different races, cultures, etc.

After reading "Eleven" by Sandra Cisneros, an example of prejudice, discrimination and stereotyping, students may interject and share their own experiences relating to prejudice and discrimination.

Sample Lesson, Prejudice and Discrimination

## **ABC's of Prejudice and Discrimination**

**PREJUDICE:** Attitudes or opinions about people that are formed simply because they belong to a specific religion, race, nationality, or other group; a dislike, on the other hand, is based on information and experiences about a specific individual. Prejudices involve strong feeling that are difficult to change. A person who thinks, "I don't want (Blacks, Hispanics, Asians) living in my neighborhood," is expressing a prejudice.

**STEREOTYPE:** Oversimplified generalizations about a group of people. If someone says that all members of a specific nationality, religion, race, or gender are "cheap," "lazy," "criminal," "dumb," etc., they are expressing stereotypes. In reality, all groups have both cheap and generous individuals. All groups have individuals who commit crimes. To label an entire group is to engage in stereotyping.

**DISCRIMINATION:** When people act on the basis of their prejudices and stereotypes, they are guilty of discrimination. Discrimination may mean avoiding other people, excluding them or even resorting to physical abuse.

After reading these definitions and class discussion, have students give examples of stereotypes about their own nationality or religion. On the chalkboard, make lists of positive stereotypes and then have students discuss positive influences of different races, cultures, etc.

Read the short story "Eleven" by Sandra Cisneros from the book Woman Hollering Creek and other stories. It can also be found in Copper, Prentice Hall recommended reading for sixth grade reading. This is an excellent story that deals with the issues of prejudice, stereotyping, and discrimination.

## Appendix A.6: Sample lesson, Self-esteem

### **Respecting Yourself and Others**

#### How to Give and Earn Respect

Concept: It's important to give and earn respect from everyone in your life, including your parents, family, your teachers, and your friends,

Objectives: The students will increase their understanding of what kinds of behaviors earn the respect of others. The students will apply their understanding of which behaviors earn respect, and evaluate their own behaviors.

Materials: Worksheet: "Respect", pencil

#### Procedures:

1. Ask, "What is your concept of 'respect'?" Allow students to brainstorm ideas or definitions. Ask, "Who do you respect, and why do you respect them?" Allow students to offer their ideas and comments. The students should then discuss the reasons why they respect these people, develop a group definition for the term "respect," and write it on chart paper to post on the wall where everyone can see it.
2. Have students answer the following questions about the person they identify: "How did they earn your respect?" "How do they react in certain situations?" "How do you think they feel about themselves?"
3. Begin a discussion about how the students can gain the type of respect of those people they just identified.
4. Explain to the students that the way you present yourself, and steps taken in decision making, gains you respect. For example: "He really thinks things through before he reacts" or "He listens carefully before responding."
5. The student will use the 'RESPECT' worksheet to identify ways to give and earn respect.

# RESPECT

I. WHAT DO I MEAN WHEN I SAY, "I RESPECT SOMEONE?"

II. WHAT DO I MEAN WHEN I SAY, "I WANT RESPECT?"

IN THE SPACE BELOW, NAME THE PEOPLE YOU WOULD LIKE TO HAVE RESPECT YOU.  
WHAT KIND OF BEHAVIORS WILL EARN THEIR RESPECT?

Who do I want to respect me? \_\_\_\_\_

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What behaviors will earn their respect? \_\_\_\_\_

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What do you need to do to improve your behaviors to earn respect? \_\_\_\_\_

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## Sample Lesson Plan, Self-esteem

### **I'm More Like This...**

### **My Likes and Dislikes**

#### Purpose:

To help assess one's personality.

#### Materials:

Activity sheets: I'm More Like This.....

My Likes and Dislikes

#### Motivation:

Tell students to think about their personalities. Urge them to identify their interests. Discuss the need to know and be true to themselves.

Activity: 1. Distribute the activity sheets and have students complete it individually. Lesson can be a two part lesson.  
2. Put students into small groups to share their responses.

Follow-up. Have students discuss reasons for their choices with the whole class. Ask them if they had difficulty in selecting any choices and discuss those reasons. Find out if knowing that these answers would be shared with others affected the choices they made.

## I'm More Like This.....

**Directions:** Use the phrase "I'm more like \_\_\_\_\_" to choose one of the underlined words in each statement below. Circle your choice and write a paragraph explaining it.

**Example:** I'm more like a loner because I prefer to spend time away from crowds. I especially like to play video games and watch television alone. Going to the library is something I can do by myself. Although I'm a loner, I don't feel lonely very often.

**I'm more like:**

**This is why:**

1. a leader or a follower?

2. a listener or talker?

3. orange or purple?

4. a piano or a drum?

5. a people person or a loner?

## My Likes and Dislikes

Directions: Circle your answers to the statements below. Be prepared to share your responses with the class.

1. Two things that annoy me about people are:

- a. bullies                      b. name calling                      c. a bad attitude
- d. cussing                      e. breaking promises                      f. picking fights
- g. (Other) \_\_\_\_\_

2. Two things that drive me crazy are:

- a. being alone at night                      b. a friend who is late
- c. a loud obnoxious person                      d. a person who lies
- e. someone who has to have the last word and thinks they're always right                      f. (Other) \_\_\_\_\_

3. Two things that make me weak in the stomach are:

- a. bad grades                      b. being picked on                      c. defending my friends
- d. saying "NO"                      e. speaking in front of a group                      f. getting caught in a lie
- g. (other) \_\_\_\_\_

4. Two things I don't like to eat are:

- a. fried snails                      b. pickles                      c. snakes
- d. boiled squid                      e. liver                      f. fried squash
- g. (other) \_\_\_\_\_

5. One thing I'd like to do if I could do anything:

- a. change the schools                      b. get paid for doing nothing
- c. move to another country                      d. start my own business
- e. take up racing                      f. build a house by the sea
- g. ask a girl or boy for a date                      h. (other) \_\_\_\_\_

Do you think you are alone in how you think or feel?  
Write your opinion on the back of this page.

Sample Lesson Plan, Self-esteem

## Dealing with Anger

**Purpose:** To develop strategies for dealing with anger

**Materials:** Activity sheet: Dealing with Anger

**Motivation:** Define these terms: anger, frustration, and violence. Have students list examples of each and discuss the differences among the three words.  
Brainstorm for *peaceable* ways of dealing with anger.

**Activity:**

1. Distribute the activity sheet and have students complete.
2. Dealing with anger is important, but trying not to be angry is also important. Have students list ways to address anger in positive ways.
3. Put students into small groups to compare their responses.

**Follow-up:** In front of the whole class, have each group list alternative solutions for dealing with anger. Point out that they can't control someone else's anger at them, but they can control how they react to it.

## DEALING WITH ANGER

**DIRECTIONS:** Describe an incident when you were angry. Then answer the questions below about the incident.

I was angry when:

1. How did you handle yourself when you were angry? Did you stop and think first, or did you react immediately?

2. Did you strike back at the person? Did you feel like striking back?

3. Did you withhold your feelings against the person and keep them inside of you? Why or why not?

4. Who did you blame-yourself or the other person?

5. Did you ask for help or run from the problem? Why?

6. Was the way you handled your anger worth it? What were the consequences?

7. List strategies to help improve how you react to someone's anger towards you.

8. List strategies to help you avoid getting angry yourself.

Sample Lesson Plan, Self-esteem

**Teacher's Guide: Dear Helpful Hanna**

**Objectives:** To develop strategies for dealing with self-esteem, to help others in solving problems.

**Materials:** Dear Helpful Hanna Worksheet

**Procedures:** Read the sample letter and have students create their own "Dear Helpful" letter. The letter can be about something that has actually happened or a situation they make up. The letter should be based on real-life experiences, not a silly fantasy. Students should not write their names on the letters.

Next, hand out letters at random and have students give their advice to the writer. When completed, students can read the letter and their answer to the problem presented.

## Dear Helpful Hanna

**Directions:** Read the sample letter below. Then create your own "Dear Helpful" letter. The letter can be about something that has actually happened to you or a situation you make up. However, base the letter on real-life experiences- not a silly fantasy.

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### Example:

Dear Helpful Hanna,

I have a problem. I am new in school, because we just moved here. I feel very shy, since I don't have any friends here yet. This school is very different from my old school. I miss my old friends and these kids seem stuck up. I tried to make friends but one kid doesn't like the way I dress and they make fun of me. What should I do?

Sincerely yours,

Lonely and confused

**NOW WRITE YOUR OWN "DEAR HELPFUL HANNA"**

Dear Helpful Hanna,



## Appendix A.7: Sample Lesson Plan, Positive Attitudes

### Look Around

**Purpose:** To promote paying attention to details

**Material:** Work sheet: Look Around

**Motivation:** Tell the class that every day we see many things but don't pay attention to the details. Point out that such details are often important, especially when talking or listening to other people. Ask students to think about things they'd like other people to notice about them. Then have them think about their friends. What makes their friends special?

**Activity:**

1. Distribute the work sheet "Look Around" and have students complete it individually.
2. With the whole class, discuss the answers on the work sheet. Write the most common answers or observations on the chalkboard.

**Follow-up:** Tell students to observe something new every day about the people they see. They may want to keep a daily journal of these observations. They can also try to make new observations about themselves every day and record them in a journal.

## Look Around

Directions: Answer the questions below. Be prepared to discuss your answers with classmates.

1. Where is the fire alarm located in this building?
2. What is the name of the street in front of this building?
3. What is the color of the floor in the library?
4. What is the principal's name?
5. Who are some of the first people that come into this room everyday.
6. Who is usually smiling?
7. Who likes to answer questions often?
8. Who does the most to help others?
9. Who usually has good ideas for doing something?
10. Who contributes the most to classroom discussions?
11. Who is the friendliest person in this room?
12. What is the first thing your teacher does every day?

## Appendix A.8: Sample Lesson Plan, Gender Equity

### **Teacher's Guide: Women as Heroes**

**Objectives:** To educate students about women as heroes and role models. Students will compare and contrast the various roles women play in their lives.

**Materials:** Activity sheet: Women as Heroes

**Procedures:** Hand out activity sheet, Women as Heroes, and have students answer the questions. Go over the questions with the whole class and ask for them to share their responses.

## **WOMEN AS HEROES**

THE PURPOSE OF THIS LESSON IS TO EDUCATE STUDENTS ABOUT WOMEN AS HEROES AND ROLE MODELS. STUDENTS ARE TAUGHT TO COMPARE AND CONTRAST THE VARIOUS ROLES WOMEN PLAY IN THEIR LIVES.

Directions: Answer the following questions

1. Is this a lesson you are interested in? Why?
2. Who would you like to learn about?
3. Who is the most influential female in your life? Why?
4. Who is the "boss" at your house?
5. Who handles the finances in your home?
6. Do you have specific "chores" assigned. What are they? Why were they assigned to you?
7. Write a list of all your household members names and the specific jobs they have to do around the house?
8. Males earn more money in sports than females. Is this fair? Explain.

## Appendix A.9: Sample Lesson Plan, Tolerance

### The Museum of Tolerance

Preface to museum visit. Teachers note that this museum's teacher guide is only a guide. It is left to individual teachers to make specific learning activities suited to their students' learning levels.

#### PRE-VISIT QUESTIONS

##### 1. WHAT IS TOLERANCE?

*Definition:* A fair and understanding attitude toward differing opinions, practices, race, religion, nationality, etc., from one's own; freedom from bigotry.

##### KEY WORDS

Democracy  
Freedom  
Liberty  
Dignity  
Respect

##### 2. WHAT IS PREJUDICE?

*Definition:* An unfavorable attitude, opinion, or feeling, formed without adequate knowledge, thought or reason.

\* What is the difference between prejudice and simple dislike? Does education break down barriers of prejudice? How?

##### KEY WORDS

Prejudgment  
Discrimination  
Racism  
Anti-Semitism  
Homophobia  
Sexism

##### 3. WHAT IS A STEREOTYPE?

*Definition:* A simple, firmly held belief about a group of people, usually negative.

\*What stereotypes do people have about different groups? Your own group? How do you feel about these stereotypes?

##### KEY WORDS

Bias  
Put-down  
Image

##### 4. WHAT IS A BIGOT?

*Definition:* A person who is intolerant of differing creeds, beliefs, opinions, etc.

\*How do bigots build barriers between people?

\*Are there degrees of bigotry?

##### KEY WORDS

Hatred  
Ignorance  
Low Self-Esteem

(Sample Lesson continued)

**5. WHAT ARE CIVIL RIGHTS?**

*Definition:* The rights to equal opportunity under the law-political, religious, social, economic.

**KEY WORDS**  
Life, Liberty, and  
the Pursuit of Happiness  
Fairness  
Voting rights

**6. WHAT IS GENOCIDE?**

*Definition:* The deliberate and systematic mass murder of a national, racial, political or religious group.

**KEY WORDS**  
Death Camps  
"Killing Fields"  
War Crimes  
"Ethnic Cleansing"

- \*What are the causes of genocide?
- \*What groups have been victims of genocide?
- \*How can genocide be prevented?

**7. WHAT WAS THE HOLOCAUST?**

*Definition:* The Holocaust took place in Europe between 1933 and 1945. Six million Jews and millions of others were brutally murdered by the Nazis and their collaborators.

**KEY WORDS**  
Mass Murder  
Genocide  
Gas Chambers  
Liberators  
"Final Solution"  
War Criminals  
Crimes  
Against Humanity

\*If you observe a minute of silence for each of the six million victims, how long would you be silent? (11.5 years)

**8. WHO WAS ADOLF HITLER?**

*Definition:* Dictator of Nazi Germany, 1933-1945.

\* How is it possible for such a person to come into power?

**KEY WORDS**  
Propaganda  
Nazi Party  
Anti Semitism  
Fascism  
Demagogue

**9. WHAT IS A GHETTO?**

*Definition:* Originally, a section of a European city in which all Jews forced to live. Today, a section of a city inhabited by disadvantaged minority groups.

**KEY WORDS**  
Segregation  
Discrimination  
Inner City  
The "Hood"

\* Why do ghettos exist?

(Sample Lesson continued)

**10. WHAT IS A CONCENTRATION CAMP?**

**KEY WORDS**

Definition: A guarded compound for the imprisonment of minority groups, political opponents, etc. Any of the camps established by the Nazis for the persecution of their victims.

Forced-labor  
Extermination Camps  
Gas Chambers  
Medical Experimentation  
Auschwitz

\*What was unique about the death camps?

\*Why were internment camps established by the United States for Japanese Americans?



Sample lesson, tolerance

## **THE MUSEUM OF TOLERANCE**

### **POST-VISIT QUESTIONS**

**KEY WORDS;** Declaration of Independence, Constitution, Bill of Rights, Statue of Liberty

1. Americans differ in race, religion, national origin, gender and sexual orientation. Underlying these differences, are there common values and aspirations that we all share as Americans?

\*Do Americans often forget what they have in common?

**KEY WORDS;** Genocide, Ku Klux Klan, Forced Relocation

2. The Nazi death camps, the Armenian massacres and the Cambodian killing fields are all terrible examples of man's inhumanity to man. Americans like to think "it couldn't happen here"-but could it?

\*What injustices have been suffered by minorities in American history?

\*How has the Civil Rights Movement battled to overcome the legacy of slavery and discrimination in the United States?

**KEY WORDS:** Segregation, Brown v. Board of Education, Martin Luther King, Jr., Voting Rights, Non-violent Protest

3. The Civil Rights Movement of the 1950s and 1960s was a high point of American idealism. Are the struggles of that time still relevant to our current problems? To what extent have our problems changed in ways that require new solutions?

\*The Civil Rights Movement originally worked to guarantee rights for African Americans. What other groups still battle for their rights? How are their demands similar/different?

Sample Lesson, tolerance, continued

**THE MUSEUM OF TOLERANCE**

POST VISIT QUESTIONS

**KEY WORDS;** Righteous Among the Nations, Raoul Wallenberg, "Schindler's List"

4. If you had lived on a farm in Poland during World War II, and a Jew or a Gypsy who escaped from a concentration camp asked to hide out in your barn, what would you have done? Why did only a few people help, while most stood by and did nothing?

\*Imagine living under a state of constant terror. What were the risks of helping a victim during World War II?

**KEY WORDS;** Hate crimes, Book Burnings, Cross Burnings, Swastikas

5. According to the old rhyme, "sticks and stones can break my bones but names will never hurt me." Do you agree?

\*What is the relationship between hateful words and actions?

\*Can we do anything about hate speech without violating free speech rights?

**KEY WORDS;** Gangs, Taggers, Turf Battles, Drive-by Shootings

6. We usually think about intolerance or racism in terms of a majority victimizing a minority. But it sometimes also results from conflict between minorities. Which form of hostility-majority vs. minority, or minority vs. minority-is more widespread in your school or community?

\*How can people work to reduce these conflicts?

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(Adapted from The Museum of Tolerance teacher's guide with permission. SIMON WIESENTHAL CENTER, MUSEUM OF TOLERANCE, Museum Education, 9760 West Pico Boulevard, Los Angeles, CA 900350)

## Appendix B: Gangs In Schools

### Appendix B.1: **Indications of Gang Involvement**

Educators must be aware to important signs that warn of possible gang involvement among students. If any of the following warning signs are present on a school campus, administration and staff members should initiate appropriate prevention and intervention strategies.

1. An informal dress code that is followed by a few students (e.g., hats, scarves, jewelry, shoe laces, colors, or insignias)
2. Hand signs passed back and forth among students
3. The use of new nicknames
4. The appearance of graffiti on school property, book covers, notebooks, and clothing
5. Newly acquired and unexplained "wealth," often showered on or shared with peers (including anything from sharing bags of candy with younger students to more extravagant spending by older youths)
6. Increased violence on campus, including an increase in the number of referrals for assault, battery, and unlawful fighting; possession of weapons on campus; and use, sale, or possession of drugs
7. Tattoos on students' hands or arms
8. Expressions of racism or hatred toward religious groups or people with certain sexual preferences

## Appendix B.2

### **Why Gangs Attract Youths**

Every one needs feelings of self-worth, identity, acceptance, recognition, companionship, belonging, purpose, and security, especially young people. When families, schools, and community cannot meet those needs, gangs may. Gangs often can supply what traditional systems have not provided.

Youths join gangs for many reasons, including fear, curiosity, excitement, prestige, peer pressure, lack of education, a family history of gang involvement, economic gain, and a lack of alternatives. The attraction to joining a gang may include the following:

1. Gangs can provide youth with friendship, social bonding, shared experiences, tradition, and feelings of belonging. Gang leaders may become hero role models as they take charge, protect other gang members, and make decisions and rules about the group's behavior. Youths who experience failure in traditional systems-especially school- often experience success in gangs.
2. Joining a gang often includes isolating oneself from mainstream, socially acceptable activities and goals. This course of action creates high truancy and dropout rates among gang members. Lacking formal education or viable employment skills, gang members are left dependent on the gang and its illegal activities for economic survival.
3. Gangs provide protection and safety. A youth may believe that personal survival depends on joining a the neighborhood gang. Gang members from other neighborhoods treat non-gang members as enemies simply because of where they live. Only by joining the neighborhood gang can one receive protection from those attacks. In some neighborhoods gangs have been an integral part of barrio or community life for generations. For the youths in those neighborhoods, an established tradition motivates them to join a gang.

## **Gangs in Schools (continued)**

### **Why Gangs Attract Youth**

4. Gangs provide status and prestige. Gang membership fulfills the needs youths have for self-esteem, social interaction, recognition, and economic and psychological survival.

The lure of gangs can be so strong that some youth are willing to kill to join-and they may have to die to get out. Youths are likely to remain in their gangs because of the sense of security, power, and prestige they gain from membership. Gang members often see no other alternatives because of lack of trust of anyone outside of their gang.

### Appendix B.3

## **Consequences of Joining a Gang**

Youths who are seduced into gangs pay a high price for membership. Some of the repercussion may include the following:

1. Initiation rites often involve committing serious criminal, usually violent acts to prove loyalty. Gang membership almost assures one a criminal record, not to mention the physical risks and dangers of violent activities inherent in gang membership. Members risk going to jail, using drugs and alcohol, and acquiring a police record that could hamper desirable future job opportunities. In addition, gangs often depend on the youngest members to carry out the most serious offenses because juveniles are not punished as severely and penalties are lesser when found guilty of a crime.
2. Joining a gang often includes isolating oneself from mainstream, socially acceptable activities and goals. This course of action creates high truancy and dropout rates among gang members. Lacking formal education or viable employment skills, gang members are left dependent on the gang and its illegal activities for economic survival.
3. By participating in the gang's criminal activities, members expose themselves and their families to grave danger or death, bring about fear and anguish in the family, and may create financial hardships for the family.

## Appendix B.4

### Myths About Gangs

*Myth #1- The majority of street gang members are juveniles. Juveniles, those, 18 years or younger, actually compose a minority of gang membership. In Los Angeles County, juveniles represent only 20 percent of gang members. Overall, the tenure of gang membership is increasing from as young as 9 to 10 years up to more than 40 years old.*

*Myth #2- The majority of gang-related crimes involve gangs vs. gangs. The reverse is actually true. Usually, in terms of gang-related homicides, more than half of the victims are innocent bystanders with no gang affiliation.*

*Myth #3- All street gangs are turf-oriented. Some gangs do not claim any specific turf.*

*Myth #4- Females are not allowed to join gangs. Females are joining gangs in record numbers and often are extremely violent. In the past, females were thought of simply as mules, transporters of weapons or drugs.*

*Myth #5- Gang weapons usually consist of chains, knives and tire irons. Perhaps brass knuckles, knives and chains were the key weapons in the past, now Uzis, AK-47s and semi-automatic firepower are the weapon of choice.*

*Myth #6- All gangs have one leader and are tightly structured. Most gangs are loosely knit groups and likely will have several leaders. If one member is killed, other potential gang leaders seem to be waiting in the wings.*

*Myth #7- Graffiti is merely an art form. Graffiti is much more than an art form. It is a message that proclaims the presence of the gang and offer a a challenge to rival gangs. Graffiti serves as a form of intimidation and control, an instrument of advertising.*

*Myth #8- Gangs are a law enforcement problem. Gangs are a problem for everyone. Schools and communities need to develop programs to effectively address gang problems in their areas.*

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(Furnished by Lorne Krammer, Chief of Police, Colorado Springs, CO)



## Appendix B.5

### **Characteristics of Gangs**

#### Appendix B.5.1

#### **Hispanic Gangs**

The most numerous gangs are the Hispanic gangs. In the past they established a given territory and protected their turf. Now membership includes a wide age span from nine to 40 something. Hispanic gangs have become involved in drive-by shootings, assaults, and murders. Most of the Hispanic gangs require new members to demonstrate their loyalty to the gang by committing a crime, such as stealing a car, burglary or robbery, or participating in drive-by shootings. Other criminal activities include possession or sale of drugs, receipt of stolen goods, assault, and murders. Hispanic gangs are characterized by tattoos, hand signs, and graffiti.

There is generational involvement in gangs. Mothers and fathers as well as brothers and sisters may be already involved in a gang, and they encourage younger members to join. Hispanic female gangs are a growing phenomenon. Females are, with more frequency, involved in gang violence. Females are involved in criminal and other negative gang activities, including marking graffiti, carrying weapons, using drugs, and homicide. Pregnancy rates are very high in this group, too.

## Appendix B.5.2

### **Characteristics of Gangs**

#### **Black Gangs**

Black gangs began as nonviolent, loose associations in the 1920s. Now most members are affiliated with either the Crips or the rival Bloods, the two most violent and criminally active Black gangs, which can be found in most states. In the past, they distinguished themselves by their colors: blue is associated with the Crips, and red with the Bloods. This color identification has had significant consequences for some unknowing people who wore the "wrong" color in gang territory because of assumed connection to the rival gang.

Black gangs are involved in criminal activities in the streets such as: drug trafficking of rock cocaine, LSD, PCP, and marijuana. Crips and Bloods have established criminal networks for drug distribution throughout the country. Other crimes include: robbery, burglary, grand theft, receipt of stolen property, assault with deadly weapons, drive-by shootings, and murder.

Black gang members' hair styles are frequently patterned after those of their gang's leaders, who may have shaved heads or wear their hair in bushy "naturals" or "cornrowed" or braided.

Black youth use graffiti to mark their territory and proclaim gang superiority much like other ethnic gangs. Unlike Hispanic graffiti, black graffiti has no stylize

serifs or other flourishes. The lettering is plain and the message crude: drawings of guns, dollar signs and profanity mark black gang graffiti.

Tattoos are becoming more popular with black gangs, and members often wear colored scarves or "rags" as a means of identifying gang affiliation. Crips use blue or blue and black scarves, while Bloods normally carry red. The rags usually hang from a jacket pocket or from the back pocket of their jeans.

#### **Appendix B.5.3 Asian Gangs**

Asian gangs, especially Cambodian, Laotian, and Vietnamese, are increasing rapidly. Other Asian gangs include Chinese, Filipinos, and Koreans. Asian gangs have been difficult to identify because they did not have a characteristic dress style or color. Many Asian gangs have adopted certain characteristics of other ethnic gangs, such as gang names, hand signs, tattoos, and graffiti.

Gang members often victimize members of their own ethnic group. They are also involved in selling drugs. Other crimes include residential robberies, extortion, car thief, gambling, assault and murder-usually against people from their own ethnic group. Filipino gangs associate with Hispanic gangs. They have a territory and wear traditional Hispanic gang clothing. Their activities frequently parallel those of Hispanic gangs.

#### Appendix B.5.4

### **Characteristics of Gangs**

#### **White Gangs**

White gangs vary in their involvement in violence and criminal activity. The Department of Justice states that there may be as many as 5,000 white gang members in California. Skin heads, although small in number (approximately 400), are the most violent of the white gangs. Armenian gangs operate in a similar manner to that of traditional gangs. Because of the potential for violence and criminal activity, white groups should be included among gangs identified in in-service training programs on gang awareness and prevention. There are four groups among white gangs: loners, fun-seekers/bashers/skaters, stoners, and skin heads.

*Loners.* Loners are white youth in an ethnic or multiethnic neighborhood who belong to the gang in that neighborhood, usually a Hispanic gang. Loners often come from transient, dysfunctional families. Loners usually adopt the dress and style and mannerisms of the Hispanic gangs when they join that group. The loner is often subject to disrespect from other gang member, and they often question his loyalty.

*Fun-seekers or bashers or skaters.* Fun-seekers or bashers are very loosely organized groups of white youths. They conduct hate crimes against homosexuals or other ethnic groups, usually in urban and suburban areas.

## **White Gangs, continued**

*Stoners and skin heads.* These two groups of white youths are difficult to classify as gangs by definition until they become involved in hate crimes or violent acts.

Stoners are a loose-knit group associated with drug use, heavy-mental music, the occult and supernatural, and the worship of satan. Stoner gangs are isolated groups, not usually involved in street violence. If they do become involved with violence, it is usually in association with skin heads.

Skin heads are usually young males with shaven heads who often wear black or dark-colored jeans, heavy steel-toed boots, suspenders, and bomber jackets. Some members, however, now have short or long hair to disguise their gang affiliation. They usually bear racist-related tattoos, such as WSU (White Students Union), AYM, (Aryan Youth Movement), swastikas, and Nazi flags.

Skin heads are associated with heavy-metal music, the supernatural, and Satan worship. Some members adhere closely to the philosophy of white supremacy and commit hate crimes against minority groups. The Ku Klux Klan or the White Aryan Resistance are sometimes connected to the skin heads.

The typical skin head gang varies in size from five to 20 members and the ages of the gang members range from early teens to the mid-twenties. The gang's graffiti, which include swastikas and lightning bolts, are used to deface

## **White Gangs, continued**

property rather than mark gang territory. Female gang members are becoming increasingly involved in skin head-related hate crimes and have joined in gang attacks on victims marked by male gang members.

## Appendix B.6

### Gang Assessment

The National School Safety Center has developed the Gang Assessment Tool to help communities overcome the problem of denial and determine the extent of gang and gang-related activity in the vicinity of schools. Each "Yes" answer will score the number of points following the question.

- \* Do you have graffiti on or near your campus? (5)
- \* Do you have crossed-out graffiti on or near your campus? (10)
- \* Do your students wear colors, jewelry, clothing, flash hand signals or display other behavior that may be gang related? (10)
- \* Are drugs available near your school? (10)
- \* Has there been a significant increase in the number of physical confrontations/stare downs within the past twelve months in or around your school? (5)
- \* Is there an increasing presence of weapons in your community? (10)
- \* Are beepers, pagers, or cellular phones used by your students? (10)
- \* Have you had a drive-by shooting at or around your school? (15)
- \* Have you had a "show-by" display of weapons at or around your school? (10)
- \* Is the truancy rate of your school increasing? (5)
- \* Are there increasing numbers of racial incidents occurring in your school, community? (5)
- \* Is there a history of gangs in your community? (10)
- \* Is there an increasing presence of "informal social groups" with unusual names, like the "Upland Heights Posse" etc. (15)

Add up the total points. 0-15 points, no significant gang problems; 20-40, an emerging gang problem; 45-60, a significant gang problem for which gang prevention and intervention should be developed; 65 or higher, a major gang problem that merits a total gang prevention, intervention and suppression program (The National School Safety Center).



## Appendix C: Parent Education Support

### Appendix C.1: **Strategies for Parents**

The following are strategies to help parents discourage their children from joining gangs:

- \* Discourage your children from hanging around with gang members. Meet your children's friends. Find out who they are, what influence they have over your children and how they and your children spend their free time. If your children choose friends that are mostly from gangs, then your children are probably involved or will become involved in one also.

- \* Occupy your children's free time. Give them responsibilities at home. Get them involved in after-school activities, sports, city recreation or church activities.

- \* Develop good communication with your children. Good communication is open, frequent, and it takes on a positive tone. It allows your children to come to you to discuss any topic or problem. It does not condemn or put down.

- \* Spend time with your children. Expose them to different places outside of your neighborhood, parks, museums, the beach, the mountains, camping trips, etc. Give them attention.

- \* Do not buy or allow your children to dress in gang style clothing. If your children dress in gang style clothing they are expressing an interest in gangs and will attract the attention of gangs.

- \* Set limits for your children. Begin early children need to know what is acceptable and unacceptable behavior.

- \* Do not allow your children to write or practice writing gang names, symbols or any other gang graffiti on their books, papers, clothes, bodies, walls or any other place. Teach respect for other's property.

\* Develop an anti-gang environment in your home. Clearly and continually begin to express to your children at an early age your disapproval of gang activity and of any family members joining a gang.

\* Learn about gang and drug activity in your community. Learn how gang members dress, how they speak, their behavior and their activities. Attend information meetings, read articles related to gang activity. Become an informed parent.

\* Participate in the education of your children. Take an interest in your child's education. Visit your children's school, meet their teachers, and attend parent/school meetings. Help your children with their school work. Set high standards for your children.

\* Participate in the community. Know your neighbors. Organize or join neighborhood watch groups. Discourage gangs from hanging around your neighborhood. Remove graffiti from around your home. Attend civic functions. Teach your children civic pride.

\* Be a good example, Become an active, not a passive parent. (National School Safety Center, 1995)

## Appendix C.2

### **The Need For Intervention**

One most promising long-term approaches to violence prevention is early family/home support programs. These programs offer a variety of family-oriented services to the care givers in a child's life, usually at the school site, but also through home visits, in order to meet needs, develop parenting skills, and perhaps most importantly, to provide a sense of connection to the community. For example, these programs may offer prenatal care and nutrition, counseling and peer support, parenting skills classes, stress management, home budgeting, and on-site social services. They may also provide material assistance (clothing and food), vocational training, and recreational opportunities for families.

The American Psychological Association's summary on Youth and Violence encourages parent-teacher associations, community health centers, child care centers, and other organizations at which parents gather, to provide parent-child management training programs to foster the development of a variety of parental disciplining techniques to replace coercive ones. These programs should include behavior management and social skills training curricula, which have been shown to be effective in improving family communication and reducing child behavior problems.

### Appendix C.3: Sample Activities

#### **Things Would Be Perfect If...**

This activity sheet will be helpful if you have a clear picture of what improvements you would like to make in your relationship with your adolescent.

1. Make a list of concerns, problems, or goals you would like to solve or achieve in your relationship with your adolescent. Be specific.
2. Go back and prioritize your concerns. Put a number one by your most important concern, two by the next three and so on..
3. Give an example of the last time you experienced your number one concern. Describe exactly what happened, what you did, the results for you and for your teen in response to what you did.
4. What insights did you gain, if any, just by completing this exercise?
5. What new behavior would you like to practice based on any insights you gained from completing this exercise?

## Teen Secrets

We often anguish over the outcome of 'normal' teenage behavior and believe that how they are now is how they will be forever. Remembering your own teen years- and that you didn't stay that way forever- can relieve your worries and restore your faith in your teenager.

1. List at least three things you did as a teenager that you didn't want your parents to know about.
2. Are there any things on that list that you have still never told anyone?
3. What relationship, if any, do you see between your own teen secrets and your fears or judgments about your teen?
4. As a teen, did you ever give into "peer pressure" and cut classes, smoke, try drugs or alcohol? Or were you the instigator in such activities?
5. If so, would you tell your teen about it if they asked? Explain.
6. Have you ever been guilty of saying "Do as I say, not as I do?" If yes, How do you explain this statement?
7. What were your parents' rules when you were a teen? Did you adhere to them? What consequences did you receive?

## Appendix D.1: Sample Program Development

### Year One

Pre-student contract days	<ul style="list-style-type: none"><li>*Middle school presentation<ul style="list-style-type: none"><li>Review of middle school philosophy</li><li>Explanation of PEACE Education program<ul style="list-style-type: none"><li>Purpose</li><li>Benefits</li><li>Staff responsibilities</li><li>Sample schedules and themes</li><li>Answer questions</li></ul></li></ul></li><li>*Call for teacher volunteers</li><li>*In-depth PEACE Ed. presentation by coordinator for committee members</li><li>*Committee write goals for program</li></ul>
Throughout year	<ul style="list-style-type: none"><li>*Place activities in teacher mail</li><li>*Supply PEACE Ed. information for parent newsletters.</li></ul>
September	<ul style="list-style-type: none"><li>*Demonstrate sample lesson to teachers and share experiences</li><li>*Read PEACE Ed. articles</li><li>*Select articles to share with staff</li></ul>
October	<ul style="list-style-type: none"><li>*Begin visitations to schools with violence prevention programs</li><li>*Begin to gather materials</li></ul>
November	<ul style="list-style-type: none"><li>*Send representatives to National Middle School Association (NMSA) convention</li><li>*Write statement of goals</li><li>*Explain statement and goals to faculty (faculty meeting)</li><li>*Input from faculty on goals</li><li>*Present statement and goals to board/parents</li><li>*Solicit topics for PEACE Ed. from parents, community</li></ul>
December	<ul style="list-style-type: none"><li>*Recommend class composition and long term commitment, plans</li><li>*Staff input for class implementation</li></ul>
January	<ul style="list-style-type: none"><li>*Discuss possible schedules with staff</li></ul>

Sample Program Development, continued  
**Year One**

February

- \*In-service on PEACE Ed. by school currently experiencing success with violence prevention program
- \*Organize dates for summer staff development
- \*Request funds for summer workshops from district
- \*Arrange for people to conduct workshops

Early March

- \*Present possible yearly calendar of PEACE Ed. activities
- \*Solicit faculty for affective activities which relate to topics/themes that could be used

April

- \*In-service teachers on planning committee
  - Describe elements of program
  - Organization
  - Thematic units
  - Teacher responsibilities
  - Projected summer workshops

- \*Committee teachers select lessons to write

Early May

- \*Motivation speaker on middle schools/PEACE Ed. (committee gets extra time with speaker)
- \*Gather data

June

- \*Committee review goals and lessons using materials collected all year

July/August

- \*In-service on teaching strategies
  - Affective education
  - Group dynamics
  - Motivation
  - Building self-esteem
  - Conflict resolution
  - Other relevant topics
- \*In-service on goals/lessons



## Sample Program Development

### Year Two

Pre-student contract	<ul style="list-style-type: none"><li>*Middle school motivational speaker</li><li>*In-service review of PEACE Ed Philosophy and purpose</li><li>Benefits</li><li>Staff responsibilities</li><li>Review Yearly Calendar of planned activities</li><li>Explain support system</li><li>Answer questions</li></ul>
Throughout year	<ul style="list-style-type: none"><li>*Conduct monthly meetings for updates, input</li><li>*Discuss upcoming activities as themes change</li><li>*monitor classes</li><li>*Evaluate activities as they are completed</li></ul>
September	<ul style="list-style-type: none"><li>*Begin Classes</li></ul>
October	<ul style="list-style-type: none"><li>*Adopt local 'Family Shelter'</li></ul>
November	<ul style="list-style-type: none"><li>*Send representatives to NMSA convention</li><li>*PEACE RALLY</li><li>*Can Food Drive, donate to Family Shelter</li></ul>
Upon request	<ul style="list-style-type: none"><li>*In-service on any problems</li></ul>
December	<ul style="list-style-type: none"><li>*Toys-for TOTS</li><li>*Contact Family Shelter</li><li>donate gifts, food basket</li></ul>
January	<ul style="list-style-type: none"><li>*In-service with long success rate in violence prevention</li></ul>
February	<ul style="list-style-type: none"><li>*Poll staff for requests for summer workshops</li><li>*Plan workshops for areas requested</li><li>*Plan August workshops for new members or previous staff if requested</li></ul>
April	<ul style="list-style-type: none"><li>*Surveys and evaluations</li><li>*Decorate for Open House</li></ul>

## Sample Program Development, continued

### Year Two

May	*Collect data and compile *Field trip to Museum of Tolerance
June	*Evaluate and make necessary changes, what worked?
August	*In-service for staff needing additional help

### Year Three

Pre-student contract days	*In-service Review of PEACE Ed elements explanation of program changes Rational for changes
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[Same general format as year two]

## Appendix D.2: Sample Staff Development Program

### Year One

Pre-student contract days	<ul style="list-style-type: none"><li>*Presentation by middle school expert<ul style="list-style-type: none"><li>Review of middle school philosophy</li><li>Staff responsibilities for teachers who will teach the PEACE Ed classes</li><li>Sample schedule and themes</li><li>Answer questions</li></ul></li><li>*Call for committee volunteers</li></ul>
Throughout year	<ul style="list-style-type: none"><li>*Articles updates in mailboxes</li></ul>
As Completed	<ul style="list-style-type: none"><li>*Statement presented to staff</li><li>*Goals</li><li>*Schedules presented to staff</li></ul>
November	<ul style="list-style-type: none"><li>*Collect topic/issues suggestions from staff</li></ul>
February	<ul style="list-style-type: none"><li>*In-service on PEACE Ed by school currently successful with such a program</li></ul>
April	<ul style="list-style-type: none"><li>*In-service by teacher committee<ul style="list-style-type: none"><li>Description of elements of program<ul style="list-style-type: none"><li>Organization</li><li>Activities</li><li>Lesson Plans</li><li>Teacher Responsibilities</li><li>Teacher/student attitude surveys</li></ul></li></ul></li></ul>
Early May	<ul style="list-style-type: none"><li>*Motivational speaker</li></ul>
Summer	<ul style="list-style-type: none"><li>*In-service on teaching strategies<ul style="list-style-type: none"><li>Affective education</li><li>Group Dynamics</li><li>Motivation</li><li>Building self-esteem</li><li>Other relevant issues</li></ul></li><li>*In-service on lesson plans</li></ul>

## Sample Staff Development

### Year Two

Pre-student contract days	<ul style="list-style-type: none"><li>*Presentation by Middle School<ul style="list-style-type: none"><li>Review of middle school philosophy</li><li>Explain role of class</li><li>Purpose to students/staff</li><li>Yearly calendar</li><li>Planned lessons and year round activities</li><li>Staff responsibilities</li><li>Sample schedules themes</li><li>Answer questions</li></ul></li><li>*Call for committee volunteers</li></ul>
September	<ul style="list-style-type: none"><li>*Solicit new volunteers to join committee</li></ul>
Throughout year	<ul style="list-style-type: none"><li>*Monthly support meetings</li><li>*Discuss upcoming activities</li><li>*Evaluate success of activities</li></ul>
Upon request	<ul style="list-style-type: none"><li>*In-service on any problem areas</li></ul>
January	<ul style="list-style-type: none"><li>*In-service by school with violence program success</li></ul>
February	<ul style="list-style-type: none"><li>*Questionnaire over possible summer workshop needs</li></ul>
April	<ul style="list-style-type: none"><li>*Teacher and student attitude surveys</li></ul>
August	<ul style="list-style-type: none"><li>*In-service for new staff and those needing extra help</li></ul>

### Year Three

Pre-student contract days	<ul style="list-style-type: none"><li>*In-service<ul style="list-style-type: none"><li>Review of program</li><li>Explanation of changes in program</li><li>Rationale for changes in program</li></ul></li></ul>
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[Same general format as year two]

\*Presenter also speaks to parent group at night

### Appendix D.3: Sample survey, needs assessment

#### **SAMPLE STAFF SURVEY**

In order to get an idea of how you feel about our school climate and the education of students, please complete and return to Mrs. Harris by Friday morning.

PLEASE RATE THE FOLLOWING QUESTIONS ON A SCALE OF 1 TO 5, ONE BEING THAT YOU STRONGLY AGREE AND FIVE THAT YOU STRONGLY DISAGREE.

1. Some groups of students are excluded from or left out of social events or sports opportunities 1 2 3 4 5
2. Staff members are helping all students succeed academically. 1 2 3 4 5
3. There is evidence that school staff members have given up on certain students because the staff consider those students hopeless or incorrigible. 1 2 3 4 5
4. I feel safe at school 1 2 3 4 5
5. Students feel safe at school 1 2 3 4 5
6. Discipline is handled fairly for student behaviors that fall outside the school rules. 1 2 3 4 5
7. There is a need for a violence prevention exploratory program at EIS. 1 2 3 4 5
8. When school staff members are aware of some groups headed for trouble, the staff helps them learn ways to reduce negative behavior. 1 2 3 4 5

## Appendix D.4: Sample Teacher Evaluation

### Program Effectiveness

This checklist should be completed individually by each teacher in the PEACE Education program. Comments should be written on a separate sheet of paper and attached to this sheet.

1. My school has developed a comprehensive PEACE Education program complete with philosophy statement, goals, objectives and activities.

2. I have a copy of the lessons and program for my grade level.

3. There is a person in my school who supports, coordinates, monitors, and evaluates the PEACE Ed program

4. The activities are appropriate for students in my grade level.

5. I have ample activities and lessons to choose from.

6. I am free to deviate from the activities in the program to advantage of teachable moments on a timely basis.

7. The PEACE Ed activities encourage a variety of teaching methods and materials not dependent on paper and pencil activities.

8. The number of students in my class is appropriate.

9. The majority of students appear to find the PEACE Ed program meaningful and relevant to their needs.

10. The majority of parents give positive support to the PEACE Ed program.

11. The majority of staff give positive support to the PEACE Ed program.

12. I give positive support to the PEACE Education program.

13. Effective education is an integral part of my school day.

## Appendix D.5

### Class Observation Form

This form should be used when a person is called in to observe the PEACE Education Program.

1. The teacher is in possession of a full copy of the PEACE Education program for his/her grade level.

YES NO

2. The elective class occurs at a regularly scheduled time during the school day.

YES NO

3. The activity for the day seemed appropriate for the age of the students.

YES NO

4. The activity encouraged a variety of teaching methods and/or materials.

YES NO

5. There were no unnecessary outside interruptions during the class period.

YES NO

6. The number of students in this class is appropriate.

YES NO

7. The students in this class appear to find the day's issue and/or activity relevant and meaningful to themselves.

YES NO

8. The teacher appeared to be positively involved in the activity of the day.

YES NO

9. The teacher appeared prepared for the PEACE Ed. class..

YES NO

10. The overall classroom environment appears to reinforce the PEACE Education concept.

YES NO

## Appendix D.6

### Student Questionnaire

Circle one; YES or NO, after each statement.

1. I look forward to my PEACE Education class. YES NO
2. My teacher listens to me when I have a problem. YES NO
3. My teacher takes time to talk about things that are important to me and my future. YES NO
4. We talk about a variety of things in PEACE Ed, such as school problems, study skills, making decisions, and getting along with others. YES NO
5. Teachers are involved in planning activities and projects. Yes NO
6. The activities presented to my group are meaningful to my age group. YES NO
7. The lessons planned for my class are interesting. YES NO
8. The PEACE Ed class makes school a better place for most students. YES NO
9. My parents/guardian understand the goals of this class. YES NO
10. The PEACE Ed class has helped me to understand about many cultures. YES NO
11. This class helps me make and keep friends at school. YES NO
12. This program encourages school spirit. YES NO
13. If we have a problem with other students on campus, we are given advice on how to solve the problem. YES NO
14. I feel safe at school. YES NO
15. The PEACE Education class should be dropped. YES NO



Appendix D.7: Sample Schedule

**ETIWANDA INTERMEDIATE SCHOOL**  
**Sample Student Schedule**

**Student Name** Sue Z. Que **Grade:** 6th **Homeroom Teacher:** Harris, R.

<b>Period</b>	<b>Subject</b>	<b>Teacher</b>	<b>Room #</b>
1	Lang Arts	Harris, R	29
2	Soc. Studies	Harris, R	29
3	Math	Wilson, N	30
4	Science	Wilson, N	30
5	PEACE ED., I	Harris, R	29
6	P.E.	Duffy, M	GYM

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Schedule after 6 weeks

**ETIWANDA INTERMEDIATE SCHOOL**

**Student Name:** Sue Z. Que **Grade:** 6th **Homeroom Teacher:** Harris, R.

<b>Period</b>	<b>Subject</b>	<b>Teacher</b>	<b>Room #</b>
1	Lang Arts	Harris, R	29
2	Soc. Studies	Harris, R	29
3	Math	Wilson, N	30
4	Science	Wilson, N	30
5	PEACE Ed, II	Kendall, B	36
6	P.E.	Duffy, M	GYM

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